

Appendix A: Indiana's Tier I, Tier II, Tier III Schools

LEA NAME	LEA NCES ID#	SCHOOL NAME	SCHOOL NCES ID#	Tier
East Allen County Schools	1802850	Prince Chapman Academy	180285000359	I
Elkhart Community Schools	1803270	Beck Elementary School	180327000434	I
School City of East Chicago	1802880	Joseph L Block Jr High School	180288000370	I
Indianapolis Public Schools	1804770	Emma Donnan Middle School	180477000823	I
Indianapolis Public Schools	1804770	New Horizons Alternative School	180477002402	I
South Bend Community Sch Corp	1810290	Madison Primary Center	181029001658	I
South Bend Community Sch Corp	1810290	Navarre Intermediate Center	181029001679	I
Evansville Vanderburgh Sch Corp	1803450	McGary Middle School	180345000477	I
Campagna Academy Charter School	1800022	Campagna Academy Charter School	180002201727	I
Fountain Square Academy	1800031	Fountain Square Academy	180003102223	I
Fort Wayne Community Schools	1803630	Merle J Abbett Elementary Sch	180363000358	I
East Allen County Schools	1802850	Meadowbrook Elementary School	180285000350	I
Elkhart Community Schools	1803270	Hawthorne Elementary School	180327000431	I
Gary Community School Corp	1803870	Dr Bernard C Watson Acad for Boys	180387000617	I
Anderson Community School Corp	1800150	Anderson Elementary School	180015001847	I
Indianapolis Public Schools	1804770	Eliza A Blaker School 55	180477000822	I
South Bend Community Sch Corp	1810290	Brown Intermediate Center	181029002296	I
South Bend Community Sch Corp	1810290	Coquillard Primary Center	181029001644	I
South Bend Community Sch Corp	1810290	Harrison Primary Center	181029001646	I
South Bend Community Sch Corp	1810290	Dickinson Fine Arts Academy	181029001661	I
South Bend Community Sch Corp	1810290	Lincoln Primary Center	181029001669	I
South Bend Community Sch Corp	1810290	Marquette Montessori Academy	181029001672	I
South Bend Community Sch Corp	1810290	Muessel Primary Center	181029001674	I
Evansville Vanderburgh Sch Corp	1803450	Howard Roosa Elementary Sch	180345000473	I
Evansville Vanderburgh Sch Corp	1803450	The Learning Center	180345001639	I

Timothy L Johnson Academy	1800013	Timothy L Johnson Academy	180001301744	I
KIPP LEAD College Prep Charter	1800055	KIPP LEAD Middle School	180005502246	I
Aspire Charter Academy	1800071	Aspire Charter Academy	180007102443	I
Imagine Life Sciences Acad - East	1800076	Imagine Indiana Life Sci Aca-East	180007602433	I
Imagine MASTER on Broadway	1800073	Imagine Schools on Broadway	180007302431	I
The Indianapolis Project School	1800068	The Indianapolis Project School	180006802435	I
Imagine Life Sciences Acad - West	1800084	Imagine Ind Life Science West	180008402447	I
Fort Wayne Community Schools	1803630	Wayne High School	180363000568	II
East Allen County Schools	1802850	Paul Harding High School	180285000355	II
School City of East Chicago	1802880	East Chicago Central High Sch	180288002272	II
Gary Community School Corp	1803870	Theodore Roosevelt Car & Tech Acad	180387000645	II
Gary Community School Corp	1803870	West Side Leadership Academy	180387000648	II
Anderson Community School Corp	1800150	Anderson High School	180015000029	II
Vigo County School Corp	1812090	Booker T Washington Alt Sch	181209002344	II
Vigo County School Corp	1812090	McLean Education Center (Alt)	181209000926	II
School City of Hammond	1804320	George Rogers Clark Md/HS	181209000735	II
Indianapolis Public Schools	1804770	Arlington Community High School	180477000799	II
Indianapolis Public Schools	1804770	Arsenal Technical High School	180477000801	II
Indianapolis Public Schools	1804770	Broad Ripple Mgnt HS for Prfm Arts	180477000804	II
Indianapolis Public Schools	1804770	Emmerich Manual High School	180477000825	II
Indianapolis Public Schools	1804770	Northwest High School	180477000878	II
Indianapolis Public Schools	1804770	Key Learning Community	180477001434	II
Indianapolis Public Schools	1804770	Thomas Carr Howe Comm High School	180477001445	II
South Bend Community Sch Corp	1810290	Washington High School	181029001684	II
Options Charter School - Carmel	1800016	Options Charter School - Carmel	180001601738	II
21st Century Charter Sch of Gary	1800046	21st Century Charter Sch of Gary	180004602162	II
Options Charter Sch - Noblesville	1800056	Options Charter School Noblesville	180005602313	II
Hope Academy	1800059	Hope Academy	180005902386	II
Beacon Academy	1800075	Beacon Academy	180007502428	II
Fort Wayne Community Schools	1803630	Kekionga Middle School	180363000537	III

Fort Wayne Community Schools	1803630	Miami Middle School	180363000548	III
Fort Wayne Community Schools	1803630	Fairfield Elementary School	180363002197	III
Fort Wayne Community Schools	1803630	Adams Elementary School	180363000511	III
Fort Wayne Community Schools	1803630	Bloomington Elementary Sch	180363000517	III
Fort Wayne Community Schools	1803630	Maplewood Elementary School	180363000544	III
Fort Wayne Community Schools	1803630	Nebraska Elementary School	180363000549	III
Fort Wayne Community Schools	1803630	Northcrest Elementary School	180363000551	III
Fort Wayne Community Schools	1803630	Levan R Scott Academy	180363000564	III
Fort Wayne Community Schools	1803630	South Wayne Elementary School	180363000563	III
East Allen County Schools	1802850	Southwick Elementary School	180285000356	III
Bartholomew Con School Corp	1800360	Fodrea Community School	180036000067	III
Blackford County Schools	1800570	Montpelier School	180036000107	III
Brown County School Corporation	1800960	Helmsburg Elementary School	180096000170	III
Delphi Community School Corp	1802700	Delphi Community Elementary School	180270000328	III
Logansport Community Sch Corp	1806030	Fairview Elementary School	180603001055	III
West Clark Community Schools	1809370	William W Borden Elem Sch	180937001539	III
Greater Clark County Schools	1803940	Northaven Elementary School	180394000673	III
Greater Clark County Schools	1803940	Jonathan Jennings Elem Sch	180394000667	III
Greater Clark County Schools	1803940	Bridgepoint Elementary School	180394000665	III
Greater Clark County Schools	1803940	Parkwood Elementary School	180394000675	III
Clay Community Schools	1800840	Forest Park Elementary School	180084000159	III
Clinton Prairie School Corp	1802160	Clinton Prairie Elem School	180216002245	III
Community Schools of Frankfort	1803660	Suncrest Elementary Sch	180366000602	III
Washington Com Schools	1812450	Lena Dunn Elementary School	181245002003	III
Lawrenceburg Com School Corp	1805700	Central Elementary School	180570001035	III
DeKalb Co Ctl United Sch Dist	1803060	James R Watson Elem School	180306000222	III
DeKalb Co Ctl United Sch Dist	1803060	Country Meadow Elem School	180306000847	III
Muncie Community Schools	1807320	Grissom Elementary School	180732001235	III
Muncie Community Schools	1807320	South View Elementary School	180732002153	III
Muncie Community Schools	1807320	Longfellow Elementary School	180732001237	III

Muncie Community Schools	1807320	Sutton Elementary School	180732001249	III
Southwest Dubois Co Sch Corp	1810870	Huntingburg Elementary School	181087001236	III
Concord Community Schools	1802400	Concord East Side Elem School	180240000270	III
Concord Community Schools	1802400	Concord South Side Elem School	180240000273	III
Concord Community Schools	1802400	Concord West Side Elem School	180240000274	III
Middlebury Community Schools	1806600	Jefferson Elementary School	180660001163	III
Middlebury Community Schools	1806600	York Elementary School	180660001166	III
Middlebury Community Schools	1806600	Middlebury Elementary School	180660001164	III
Elkhart Community Schools	1803270	Beardsley Elementary School	180327000423	III
Elkhart Community Schools	1803270	Monger Elementary School	180327000437	III
Elkhart Community Schools	1803270	Woodland Elementary School	180327000447	III
Goshen Community Schools	1803930	Chamberlain Elementary School	180393000652	III
Goshen Community Schools	1803930	Chandler Elementary School	180393000653	III
Goshen Community Schools	1803930	West Goshen Elementary School	180393000661	III
Fayette County School Corp	1803510	Maplewood Elementary School	180351000505	III
New Albany-Floyd Co Con Sch	1807410	Green Valley Elementary Sch	180741001269	III
Attica Consolidated Sch Corp	1800210	Attica Elementary School	180021000049	III
Southeast Fountain School Corp	1810620	Southeast Fountain Elementary	181062001743	III
Mississinewa Community School Corp	1806870	Westview Elementary School	180687001193	III
Mississinewa Community School Corp	1806870	Northview Elementary School	180687001191	III
Marion Community Schools	1806390	Allen Elementary School	180639001107	III
Marion Community Schools	1806390	Frances Slocum Elem School	180639001110	III
M S D Shakamak Schools	1810110	Shakamak Elementary School	181011001622	III
Greenfield-Central Com Schools	1804050	Harris Elementary School	180405000697	III
Danville Community School Corp	1802550	North Elementary School	180255000306	III
New Castle Community Sch Corp	1807440	Eastwood Elementary School	180744002156	III
New Castle Community Sch Corp	1807440	Parker Elementary School	180744002157	III
New Castle Community Sch Corp	1807440	Wilbur Wright Elementary School	180744001292	III
Huntington Co Com Sch Corp	1804710	Lincoln Elementary School	180471000788	III
Brownstown Cnt Com Sch Corp	1801050	Brownstown Elementary School	180105000182	III

Rensselaer Central School Corp	1809420	Van Rensselaer Elementary School	180942001545	III
Madison Consolidated Schools	1806120	Emery O Muncie Elem School	180612001088	III
Southwestern-Jefferson Co Con	1810800	Southwestern Elementary Sch	181080001766	III
Jennings County Schools	1805190	Sand Creek Elementary Sch	180519001417	III
Jennings County Schools	1805190	North Vernon Elementary School	180519000924	III
Clark-Pleasant Com School Corp	1801890	Break-O-Day Elementary School	180189000243	III
Edinburgh Community Sch Corp	1803240	East Side Elementary School	180324000421	III
Greenwood Community Sch Corp	1804110	Greenwood Northeast Elem Sch	180411000711	III
Wawasee Community School Corp	1805550	North Webster Elementary Sch	180555001003	III
Warsaw Community Schools	1812420	Leesburg Elementary School	181242001993	III
Whitko Community School Corp	1813230	Pierceton Elementary School	181323002084	III
Prairie Heights Com Sch Corp	1809300	Prairie Heights Elem Sch	180930001524	III
Lakeland School Corporation	1805520	Parkside Elementary School	180552000999	III
Lake Central School Corp	1805450	Homan Elementary School	180545002143	III
Tri-Creek School Corporation	1811460	Three Creeks Elem School	181146002360	III
Lake Ridge Schools	1805460	Longfellow Elementary School	180546000993	III
Lake Ridge Schools	1805460	Lake Ridge Middle School	180546000992	III
School City of East Chicago	1802880	Benjamin Franklin Elem School	180288000363	III
School City of East Chicago	1802880	Carrie Gosch Elementary School	180288000365	III
School City of East Chicago	1802880	Benjamin Harrison Elementary Sch	180288000364	III
School City of East Chicago	1802880	Abraham Lincoln Elementary Sch	180288000362	III
School City of East Chicago	1802880	William McKinley Elementary Sch	180288000375	III
Gary Community School Corp	1803870	Beveridge Elementary School	180387000615	III
Gary Community School Corp	1803870	Jefferson Elementary School	180387000633	III
Gary Community School Corp	1803870	Glen Park Acad for Excel in Lrn	180387002102	III
Gary Community School Corp	1803870	Daniel Webster Elem Sch	180387000619	III
School City of Hammond	1804320	Henry W Eggers Elem/Md Sch	180432000738	III
School City of Hammond	1804320	Columbia Elementary School	180432000733	III
School City of Hammond	1804320	Washington Irving Elem Sch	180432000751	III
School City of Hammond	1804320	Abraham Lincoln Elem Sch	180432000730	III

School City of Hammond	1804320	Maywood Elementary School	180432000744	III
School City of Hammond	1804320	Lew Wallace Elementary School	180432000743	III
School City of Hammond	1804320	Frank O'Bannon Elementary School	180432002106	III
Michigan City Area Schools	1806570	Knapp Elementary School	180657001151	III
Michigan City Area Schools	1806570	Niemann Elementary School	180657001156	III
Michigan City Area Schools	1806570	Marsh Elementary School	180657001153	III
North Lawrence Com Schools	1807860	Lincoln Elementary School	180786001341	III
North Lawrence Com Schools	1807860	Stalker Elementary School	180786001348	III
Alexandria Com School Corp	1800120	Alexandria-Monroe Elementary	180012000009	III
Anderson Community School Corp	1800150	Tenth Street Elementary Sch	180015000041	III
Anderson Community School Corp	1800150	Erskine Elementary School	180015002110	III
M S D Lawrence Township	1805670	Harrison Hill Elem Sch	180567001027	III
M S D Perry Township	1808820	Clinton Young Elem Sch	180882001456	III
M S D Perry Township	1808820	Homecroft Elementary School	180882001460	III
M S D Pike Township	1808910	Deer Run Elementary	180891002374	III
M S D Pike Township	1808910	College Park Elem Sch	180891002324	III
M S D Pike Township	1808910	Central Elementary School	180891001484	III
M S D Pike Township	1808910	Snacks Crossing Elem Sch	180891001598	III
M S D Washington Township	1812720	Greenbriar Elementary School	181272002016	III
M S D Washington Township	1812720	Nora Elementary School	181272002020	III
M S D Washington Township	1812720	Fox Hill Elementary Sch	181272002376	III
M S D Wayne Township	1812810	Maplewood Elementary School	181281002034	III
M S D Wayne Township	1812810	Garden City Elementary School	181281002033	III
M S D Wayne Township	1812810	Rhoades Elementary School	181281002036	III
M S D Wayne Township	1812810	Stout Field Elementary School	181281002040	III
Indianapolis Public Schools	1804770	Crispus Attucks Medical Magnet	180477000815	III
Indianapolis Public Schools	1804770	Washington Irving School 14	180477000897	III
Indianapolis Public Schools	1804770	Thomas D Gregg School 15	180477000896	III
Indianapolis Public Schools	1804770	Charity Dye School 27	180477000810	III
Indianapolis Public Schools	1804770	James A Garfield Sch 31	180477000866	III

Indianapolis Public Schools	1804770	Eleanor Skillen School 34	180477000821	III
Indianapolis Public Schools	1804770	William McKinley School 39	180477000903	III
Indianapolis Public Schools	1804770	Elder W Diggs School 42	180477000820	III
Indianapolis Public Schools	1804770	James Whitcomb Riley Sch 43	180477000854	III
Indianapolis Public Schools	1804770	Riverside School 44	180477000885	III
Indianapolis Public Schools	1804770	Louis B Russell Jr School 48	180477000867	III
Indianapolis Public Schools	1804770	William Penn School 49	180477000904	III
Indianapolis Public Schools	1804770	James Russell Lowell School 51	180477002404	III
Indianapolis Public Schools	1804770	Brookside School 54	180477000805	III
Indianapolis Public Schools	1804770	William A Bell School 60	180477000901	III
Indianapolis Public Schools	1804770	Wendell Phillips School 63	180477002394	III
Indianapolis Public Schools	1804770	Raymond F Brandes School 65	180477000884	III
Indianapolis Public Schools	1804770	Stephen Collins Foster Sch 67	180477000890	III
Indianapolis Public Schools	1804770	Floro Torrence School 83	180477000829	III
Indianapolis Public Schools	1804770	Francis Scott Key School 103	180477000834	III
Indianapolis Public Schools	1804770	Charles W Fairbanks Sch 105	180477000811	III
Indianapolis Public Schools	1804770	Robert Lee Frost School 106	180477000887	III
Indianapolis Public Schools	1804770	Willard J Gambold Middle School	180477000900	III
Indianapolis Public Schools	1804770	George S Buck Elementary School	180477001426	III
Indianapolis Public Schools	1804770	Arlington Woods Elementary School	180477001427	III
Indianapolis Public Schools	1804770	Clarence Farrington School 61	180477002393	III
Bremen Public Schools	1800900	Bremen Elem/Middle School	180090000166	III
Monroe County Com Sch Corp	1800630	Grandview Elementary School	180063000128	III
Monroe County Com Sch Corp	1800630	Fairview Elementary School	180063000127	III
Central Noble Com School Corp	1801710	Albion Elementary School	180171000228	III
East Noble School Corp	1802970	North Side Elementary School	180297000392	III
West Noble School Corporation	1812900	Ligonier Elementary School	181290002055	III
West Noble School Corporation	1812900	West Noble Elementary School	181290002231	III
Spencer-Owen Community Schools	1810950	Patrickburg Elementary Sch	181095001792	III
Spencer-Owen Community Schools	1810950	Spencer Elementary School	181095001794	III

Spencer-Owen Community Schools	1810950	McCormick's Creek Elem Sch	181095001511	III
Cannelton City Schools	1801170	Cannelton Elem & High School	180117000191	III
Portage Township Schools	1809150	Wallace Aylesworth Elementary	180915001518	III
Cloverdale Community Schools	1802220	Cloverdale Elementary School	180222000264	III
Randolph Central School Corp	1801770	Willard Elem School	180177000241	III
Penn-Harris-Madison Sch Corp	1808760	Meadow's Edge Elementary Sch	180876001141	III
South Bend Community Sch Corp	1810290	McKinley Primary Center	181029001673	III
South Bend Community Sch Corp	1810290	Monroe Primary Center	181029001659	III
South Bend Community Sch Corp	1810290	Wilson Primary Center	181029000069	III
South Bend Community Sch Corp	1810290	Perley Fine Arts Academy	181029001678	III
Scott County School District 1	1809990	Austin Elementary School	180999001604	III
Scott County School District 2	1810020	Scottsburg Elem School	181002001608	III
Shelbyville Central Schools	1810140	Thomas A Hendricks Elem Sch	181014001632	III
Oregon-Davis School Corp	1808460	Oregon-Davis Elementary Sch	180846002209	III
Knox Community School Corp	1805340	Knox Community Elementary School	180534000940	III
M S D Steuben County	1811100	Hendry Park Elementary School	181110001800	III
Northeast School Corp	1808160	Dugger Elementary School	180816001398	III
Northeast School Corp	1808160	Hymera Elementary School	180816001401	III
Southwest School Corp	1810860	Sullivan Elementary School	181086001771	III
Lafayette School Corporation	1805400	Thomas Miller Elementary Sch	180540000976	III
Lafayette School Corporation	1805400	Murdock Elementary School	180540000972	III
Tippecanoe School Corp	1811340	Mayflower Mill Elem Sch	181134001829	III
Tippecanoe School Corp	1811340	Dayton Elementary School	181134001824	III
Tippecanoe School Corp	1811340	Klondike Elementary School	181134001827	III
Evansville Vanderburgh Sch Corp	1803450	Lincoln School	180345000475	III
Evansville Vanderburgh Sch Corp	1803450	Cedar Hall Community School	180345000458	III
Evansville Vanderburgh Sch Corp	1803450	Delaware Elementary School	180345000462	III
Evansville Vanderburgh Sch Corp	1803450	Evans Middle School	180345000464	III
Evansville Vanderburgh Sch Corp	1803450	Fairlawn Elementary School	180345000465	III
Evansville Vanderburgh Sch Corp	1803450	Lodge Community School	180345000476	III

North Vermillion Com Sch Corp	1808070	North Vermillion Elem Sch	180807000184	III
South Vermillion Com Sch Corp	1810590	Central Elementary School	181059001735	III
South Vermillion Com Sch Corp	1810590	Ernie Pyle Elementary School	181059001736	III
Vigo County School Corp	1812090	Chauncey Rose Middle Sch	181209001897	III
Vigo County School Corp	1812090	Deming Elementary School	181209001902	III
Vigo County School Corp	1812090	Benjamin Franklin Elem School	181209001894	III
Vigo County School Corp	1812090	Sugar Grove Elementary School	181209001916	III
Vigo County School Corp	1812090	Terre Town Elementary School	181209001919	III
Wabash City Schools	1812150	O J Neighbours Elem Sch	181215001937	III
Richmond Community Schools	1809510	Crestdale Elementary School	180951001554	III
Richmond Community Schools	1809510	Fairview Elementary School	180951001556	III
Twin Lakes School Corp	1811580	Oaklawn Elementary School	181158001861	III
Smith-Green Community Schools	1810230	Churubusco Elementary School	181023001637	III
Charter School of the Dunes	1800027	Charter School of the Dunes	180002701815	III
Veritas Academy	1800015	Veritas Academy	180001501786	III
Fall Creek Academy	1800017	Fall Creek Academy	180001701788	III
KIPP Indpls College Preparatory	1800028	KIPP Indpls College Preparatory	180002802136	III
Gary Lighthouse Charter School	1800052	Gary Lighthouse Charter School	180005202155	III
East Chicago Urban Enterprise Acad	1800048	East Chicago Urban Enterprise Acad	180004802163	III
Indpls Lighthouse Charter School	1800051	Indpls Lighthouse Charter School	180005102165	III
West Gary Lighthouse Charter	1800063	West Gary Lighthouse	180006302389	III
East Chicago Lighthouse Charter	1800054	East Chicago Lighthouse	180005402235	III
Stonegate Early Clg HS for Sci/Tec	1800062	Stonegate Early Clg HS for Sci/Tec	180006202397	III
Elkhart Community Schools	1803270	Roosevelt Elementary School	180327000444	III
Rensselaer Central School Corp	1809420	Monnett Elementary School	180942001542	III
Clark-Pleasant Com School Corp	1801890	Sawmill Woods Elementary School	180189001028	III
Mitchell Community Schools	1806900	Hatfield Elementary School	180690001196	III

Appendix B:

Worksheet #1: Analysis of Student and School Data Worksheet #2: Self-Assessment of Practices of High-Poverty, High Performing Schools

Worksheet #1: Analysis of Student and School Data

➤ Instructions:

- Complete the table below for each student group that did *not* meet AYP for performance in English/language arts and/or mathematics for 2010-2011. (Do not list those groups that did meet AYP).
- Student groups would include American Native, Asian, Black, Hispanic, White, Free/Reduced Lunch, Limited English Proficient and Special Education.
- For LEA data, see the IDOE web site: <http://compass.doe.in.gov/Dashboard.aspx?view=STATE&val=0&desc=STATE>

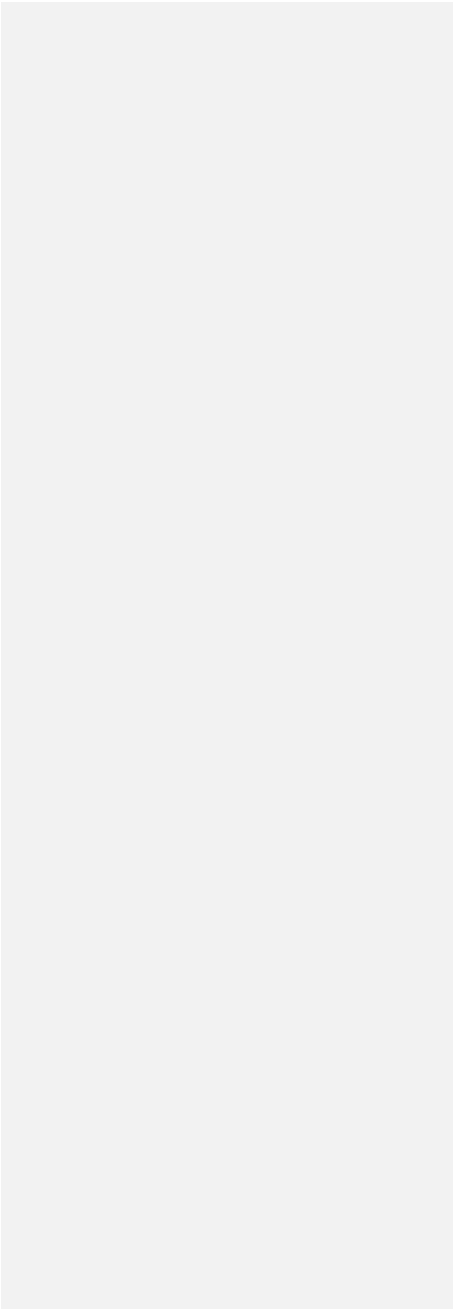
Student groups not meeting AYP (list groups below)	% of this group not meeting AYP	# of students in this group not meeting AYP	How severe is this group's failure? (high, medium, low)	How unique are the learning needs of this group? (high, medium, low)
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English/Language Arts

Example: LEP	75%	52	High - have been in U.S. 3 or more years	High - no prior formal schooling; from non-Western culture

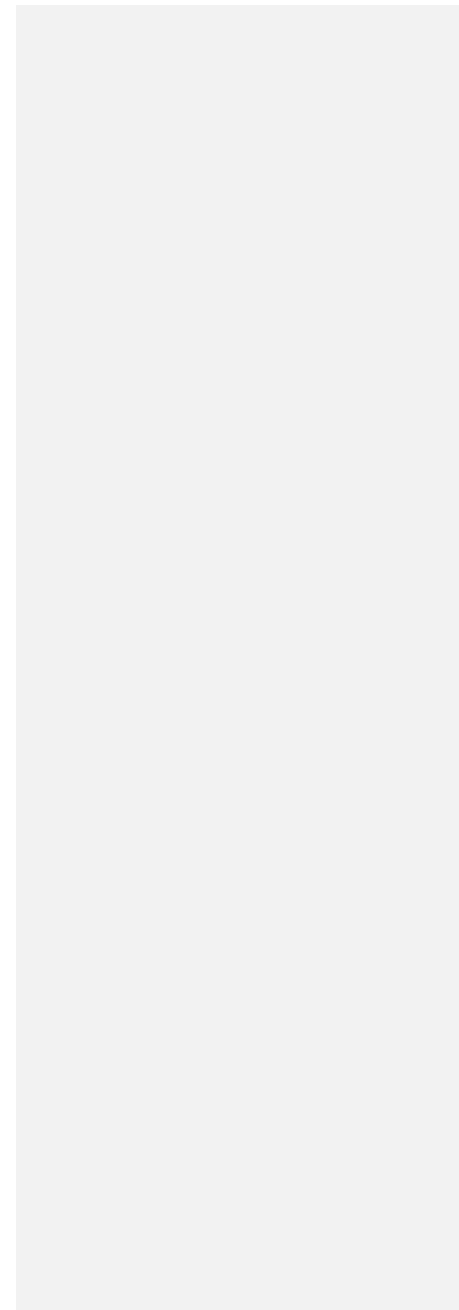
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Mathematics



<p>What are the key findings from the student achievement data that correspond to changes needed in curriculum, instruction, assessment, professional development and school leadership?</p> <p><i>Not appropriate example:</i> Students from Mexico aren't doing well in school. "</p> <p><i>Appropriate example:</i> "75% of our Mexican students who have been in the U.S. for three years or more are not passing E/LA ISTEP+."</p> <p><i>Appropriate example:</i> "65% of our students with free and reduced lunch did not pass ISTEP+ in the E/LA strand of 'vocabulary'."</p>	<p>What is at the "root" of the findings? What is the underlying cause?</p> <p><i>Inappropriate example:</i> "Hispanic students watch Spanish television shows and their parents speak Spanish to them at home all the time so they aren't learning English."</p> <p><i>Appropriate example:</i> "Our ELL program provides only one-hour of support per week for students who have been in the U.S. for three or more years."</p>

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Worksheet #2: Self-Assessment of Practices High-Performing Schools

➤ Instructions:

- The following table lists the research and best practices of effective schools, especially of high-poverty, high-performing schools. These practices are embedded in the school improvement models as well.
- Using a team that knows the school well, critically consider the practices of the school and determine a score of 1-4 with four being the highest.
- As with the other previous data sources, use the scores to develop a set of key findings.

The Principal and Leadership	1	2	3	4	The Principal and Leadership
1. Spends most of the time managing the school. 2. Is rarely in the classrooms. 3. Is not knowledgeable about English/ language arts or mathematics instruction. 4. Serves as lone leader of the school 5. Must accept teachers based on seniority or other union agreements rather than on their effectiveness in the classroom.					1. Spends great deal of time in classrooms. 2. Conducts frequent walk-throughs. 3. Knows E/LA and mathematics instruction well and is able to assist teachers. 4. Utilizes various forms of leadership teams and fosters teachers' development as leaders. 5. Is not bound by seniority rules in hiring and placement of teachers.
Instruction	1	2	3	4	Instruction
1. Is primarily lecture-style and teacher-centered. 2. Places the same cognitive demands on all learners (no differentiation). 3. Is primarily textbook-oriented. 4. Does not include technology.					1. Includes a variety of methods that are student-centered. 2. Provides various levels of cognitive demands (differentiation; Response to Instruction - RTI). 3. Uses multiple sources beyond

5. Works alone, rarely meeting in or across grade-level teams to discuss and improve.					textbooks.
6. Instruction is rarely evaluated and connections to student learning growth or increased graduation rates are not made.					4. Includes frequent use of technology.
7. Instruction is not increased to allow for more student learning time.					5. Works in teams, discussing student learning and instructional ideas.
					6. Instruction is evaluated through rigorous, transparent, and equitable processes that take into account student growth and increased graduation rates.
					7. Schedules and strategies provide for increased student learning time.

Curriculum	1	2	3	4	Curriculum
<ul style="list-style-type: none"> 1. Leadership does not observe or evaluate teachers for use of the curriculum. 2. Is considered to be the textbook or the state standards. 3. Is not aligned within or across grade levels. 4. Is not rigorous or cognitively demanding. 5. Is not available to all students, e.g., English language learners or students with disabilities as they are not present in the regular classroom during core instruction time. 6. Is not differentiated for struggling students. 					<ul style="list-style-type: none"> 1. Is observed by school leadership that it is being taught. 2. Is developed by the district/teachers based on unpacking the state standards. 3. Is aligned within and across grade levels. 4. Is rigorous and cognitively demanding. 5. Is accessible to all students through placement in regular classroom during instruction of the core curriculum. 6. Is differentiated for struggling students.
Data - Formative Assessments	1	2	3	4	Data - Formative Assessments
<ul style="list-style-type: none"> 1. Are not regularly used by teachers. 2. Are not routinely disaggregated by teachers. 3. Are not used to determine appropriate instructional strategies. 					<ul style="list-style-type: none"> 1. Are used to implement an aligned instructional program. 2. Are used to provide differentiated instruction. 3. Are discussed regularly in teacher groups to discuss student work
Professional Development	1	2	3	4	Professional Development
<ul style="list-style-type: none"> 1. Is individually selected by each teacher; includes conferences and conventions. 2. Is not related to curriculum, instruction, or assessment. 3. Is short, i.e., one-shot sessions. 4. Does not include follow-up 					<ul style="list-style-type: none"> 1. Is of high quality and job-embedded. 2. Is aligned to the curriculum and instructional program. 3. Includes increasing staff's knowledge and skills in instructing English language learners and students with disabilities.

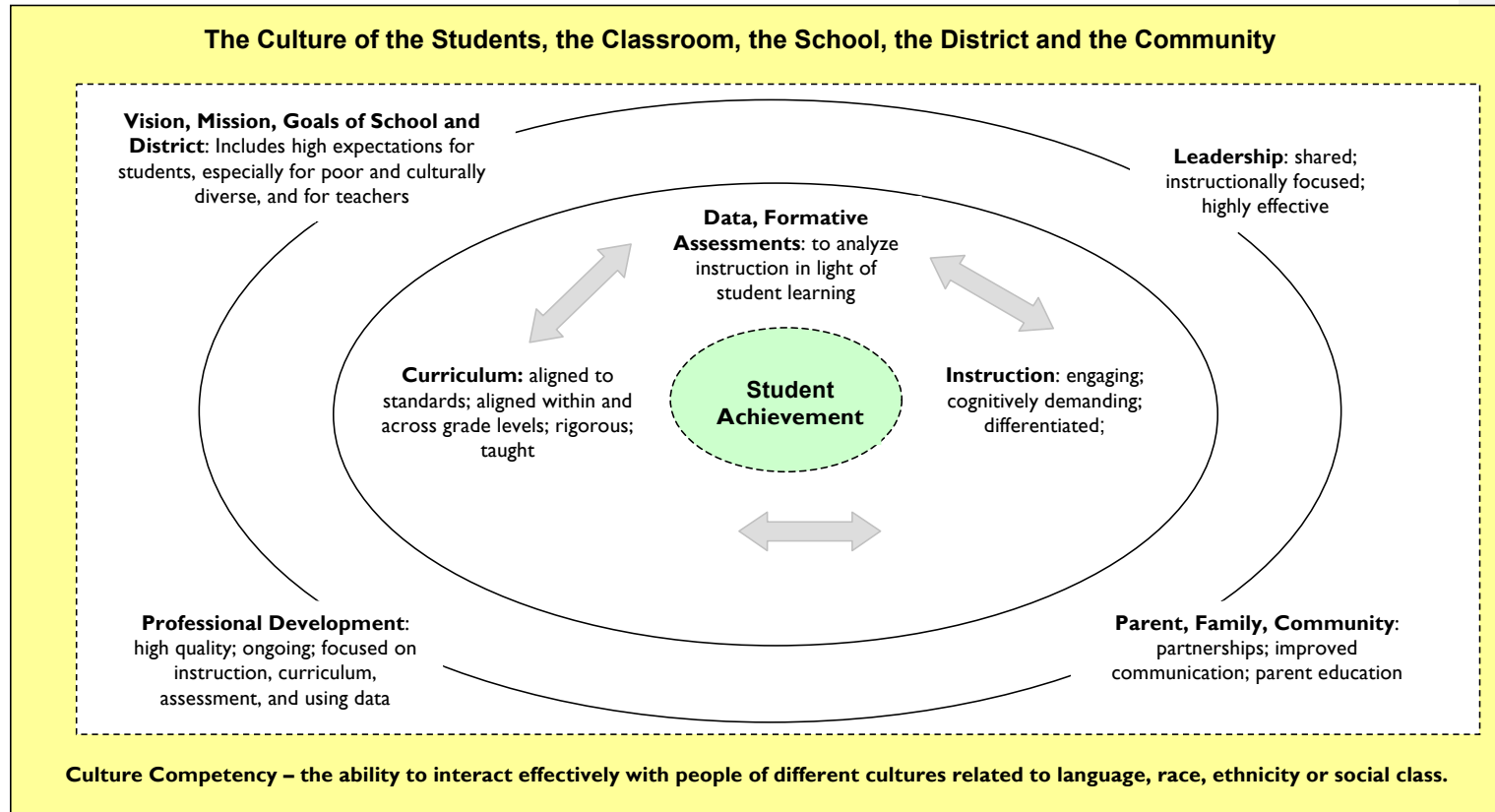
assistance, mentoring, or monitoring of classroom implementation.					4	Is developed long-term; focuses on improving curriculum, instruction, and formative assessments.
Parents, Family, Community	1	2	3	4		Parents, Family, Community
1. Does not provide extended supports. 2. Does not ensure a safe school and community environment for children.						1. Provides social and emotional supports from school and community organizations. 2. Creates a safe learning environment within the school and within the community. 3. Includes use of advisory periods to build student-adult relationships.

Cultural Competency	1	2	3	4	Cultural Competency
1. Holds the belief that all students learn the same way. 2. Uses the textbook to determine the focus of study. 3. "Cultural instruction" is limited to study of flags, festivals, and foods of countries/people. 4. Does not investigate students' level of education prior to coming to the United States; home languages; the political/economic history; conditions of countries or groups. 5. Does not connect curriculum and learning to students' own life experiences as related to race, ethnicity, or social class.					1. Holds the belief that students learn differently and provides for by using various instructional practices. 2. Combines what learners need to know from the standards and curriculum with the needs in their lives. 3. Provides culturally proficient instruction, allows learners to explore cultural contexts of selves and others. 4. Investigates students' education prior to coming to the United States; home languages; political/economic history; conditions of countries or groups. 5. Connects curriculum and learning to students' own life experiences as related to race, ethnicity or class.

What are the key findings from the self-assessment of high-performing schools? <i>Appropriate example:</i> "We don't have a curriculum aligned across grade levels." <i>Appropriate example:</i> "We only teach flags, festivals and foods with our students. "	What is at the "root" of the findings? What is the underlying cause? <i>Appropriate example "</i> We don't know how to align our curriculum across grade levels." <i>Appropriate example:</i> "Connecting curriculum to students' lives takes longer to prepare lessons."
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Appendix C: Theory of Action for Indiana High-Poverty Schools and District in Improvement: Moving towards High-Performance

The Indiana Department of Education, Title I analyzed the literature and research on high-performance, high-poverty schools and districts. The findings revealed specific practices and policies of successful high-poverty schools and districts. These findings serve as the components of the Theory of Action below. Supports to and requirements of schools and districts correspond to these components of successfulness.



Appendix D: Elements of School Intervention/Improvement Models

Turnaround Model	Transformation Model
<i>Required Elements</i>	<i>Required Elements</i>
Adopt a new governance structure, which may include, but is not limited to, requiring the school to report to a turnaround office, hire a turnaround leader, or enter into a contract to obtain added flexibility in exchange for greater accountability.	<u>Develop Teacher and Leader Effectiveness</u> <ol style="list-style-type: none"> 1. Replace the principal who led the school prior to implementing the model. 2. Use rigorous, transparent, and equitable evaluation systems for teachers and principals that take into account data on student growth, multiple assessments, and increased graduation rates. Evaluations are developed with teacher and principal 3. Reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and H.S. graduation rates. Remove those who, after opportunities have been provided to improve, have not. 4. Provide staff ongoing, high quality, job-embedded professional development that is aligned with the instructional program and designed with school staff. 5. Implement strategies such as financial incentives, promotion, career growth, and flexible work conditions that are designed to recruit, place and retain staff.
Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards.	<u>Increasing Learning Time and Creating Community-Oriented Schools</u> <ol style="list-style-type: none"> 1. Establish schedules and implement strategies that provide increased learning time. 2. Provide ongoing mechanisms for family and community engagement.
Promote the use of student data to inform and differentiate instruction.	<u>Comprehensive Instructional Reform Strategies</u> <ol style="list-style-type: none"> 1. Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards. 2. Promote the continuous use of student data to inform and differentiate instruction.
Establish schedules and implement strategies that provide increased learning time.	
Provide appropriate social-emotional and community-oriented services and supports for students.	

Turnaround Model
<i>Permissible Elements</i>
New school model (e.g., themed, dual language academy)
Any of the required and permissible activities under the transformation model – these would be in addition to, not instead of, the actions that are required as part of a turnaround model.

Transformation Model
<i>Permissible Elements</i>
<u>Develop Teacher and Leader Effectiveness</u> <ol style="list-style-type: none"> 1. Provide additional compensation to attract and retain staff with skills necessary to meet the needs of students in a transformation model. 2. Institute a system for measuring changes in instructional practices resulting from professional development. 3. Ensure that the school is not required to accept a teacher without the mutual consent of the teacher and principal, regardless of the teacher's seniority. 4. LEAs have flexibility to develop and implement their own strategies to increase the effectiveness of teachers and school leaders. Strategies must be in addition to those that are required as part of this model.
<u>Comprehensive Instructional Reform</u> <ol style="list-style-type: none"> 1. Conduct periodic reviews to ensure that the curriculum is being implemented with fidelity. 2. Implement a schoolwide “response-to-intervention” model. 3. Provide additional supports to teachers and principals to implement strategies to support students with disabilities and limited English proficient students. 4. Using technology-based supports. 5. In secondary schools – <ol style="list-style-type: none"> a) increase rigor b) summer transition programs; freshman academies c) increasing graduation rates establishing early warning systems
<u>Increasing Learning Time and Creating Community-Oriented Schools</u> <ol style="list-style-type: none"> 1. Partner with parents, faith and community-based organizations, health clinics, State or local agencies to create safe environments. 2. Extend or restructure the school day to add time for such strategies as advisory periods that build relationships. 3. Implement approaches to improve school climate and discipline. 4. Expand the school program to offer full-day kindergarten or pre-kindergarten.
<u>Operational Flexibility and Sustained Support</u> <ol style="list-style-type: none"> 1. Allow school to be run under a new governance arrangement, e.g., turnaround division in the LEA.

Restart Model
<i>Required Elements</i>
Convert a school or close and reopen it under a charter school operator, a charter management organization or an educational management organization.
Must enroll within the grades it serves, any former student who wishes to attend.
<i>Permissible Elements</i>
May implement any of the required or permissible activities of a turnaround model or a transformation model.

School Closure Model
<i>Required Elements</i>
Close the school and enroll the students in other schools in the LEA that are higher achieving.

Appendix E: Example of Alignment of Other Funding Sources to SIG Elements

Element of the Intervention	Intervention	Resource
Federal Resources		
Use of <i>research-based instructional practices</i> that are vertically aligned across grade levels and the state standards	Turnaround Transformation Restart	Title I, Part A - regular and stimulus funds (schoolwide or targeted assistance programs)
Assistance with design and implementation of <i>improvement plan</i> including high-quality job-embedded professional development designed to assist schools in implementing the intervention model	Turnaround Transformation Restart	I003(a) School Improvement Grant - AYP funds
<i>Recruitment of teaching staff</i> with skills and experience to effectively implement the selected intervention model	Turnaround Transformation	Title II, Part A
Job-embedded <i>staff development</i> aligned to grant goals to assist <i>English language learners</i>	Turnaround Transformation Restart	Title III, Part A - LEP
State Resources		
Focuses on early grade level intervention to improve the reading readiness and reading skills of students who are at risk of not learning to read.	Turnaround Transformation Restart	Early Intervention Grant
High ability grants to provide resources that support high ability students.	Turnaround Transformation Restart	High Ability Grant

**Appendix F: LEA Application of General Information
2012-2013**

School Improvement Grant (1003g)

LEA Application: General Information

Corporation Name: 21 st Century Charter School @ Gary		Corporation Number: 9545
Contact for the School Improvement Grant: Kevin Teasley		
Position and Office: Superintendent	Contact's Mailing Address: 333 N. Pennsylvania St., #1000 Indianapolis, IN 46204	
Telephone: 317-713-4238	Fax:	
Email Address: kevin.teasley@geofoundation.org		
Superintendent (Printed name) Kevin Teasley	Telephone: 317-713-4238	
Signature of Superintendent X _____	Date:	

➔ **Complete and submit this form one time only.**

➔ **Complete a second form, “Tier I and II Application” or “Tier III Application” for each school applying for a school improvement grant.**

I. Schools to be Served by LEA

Instructions:

- 1) Using the list of Tier I, II and III schools provided by the IDOE, complete the information below, for all Tier I and II schools in the LEA typing in the school name and grade span (e.g., K-5, 6-8, 9-12, 6-12, etc.).
- 2) Place an “X” indicating the tier and the school improvement model (intervention) selected, based on the “School Needs Assessment” conducted by the LEA. (Add cells to the table as needed to add more schools.)

Note: An LEA that has nine or more Tier I and Tier II schools may not implement the transformation model in more than 50 percent of those schools.

School Name	Grade Span	Tier I	Tier II	Based on the “School Needs Assessment” tool, the LEA has determined this model for the school				
				Turn-around	Transformation	Restart	Closure	No model will be implemented
1. 21 st Century Charter School @ Gary	K-12		XX		XX			
2.								
3.								
4.								
5.								

6.								

2. Explanation if LEA is Not Applying to Serve Each Tier I School

- ☐ We will serve all of our Tier I schools.
- ☐ We believe we do not have the capacity to serve all Tier I schools. Our explanation for why is provided below.

N/A

Instructions:

- Consider the stakeholder groups that need to be consulted regarding the LEA's intent to implement a new school improvement model.
- Include the stakeholders (e.g., parents, community organizations) as early on as possible.
- Provide the name of the school and then the stakeholder group, type of communication (e.g., meeting, letter) and the date occurred. (Individual names are not needed*).

School Name: 21st Century Charter School @ Gary **School Number:** 9545

Stakeholder Group	Mode of Communication	Date
Parents	Emails, teacher discussions	April 16
Teachers	Full staff meetings	April 16, April 19, April 23
Board members	Full board meeting	April 19
Community support organizations	Emails and face to face meetings	Throughout the month of April

School Name: _____ **School Number:** _____

Stakeholder Group	Mode of Communication	Date

School Name: _____ School Number: _____

Stakeholder Group	Mode of Communication	Date

School Name: _____ School Number: _____

Stakeholder Group	Mode of Communication	Date

*IDOE may request that the LEA produce documentation that lists the names of the stakeholders above.

D. Collaboration with Teachers' Unions

Several of the school improvement models require the agreement of the teachers' unions to ensure that all of the models' components are fully implemented. For example, one component of the transformation model is an alignment of teacher evaluations to student achievement growth.

The LEA must submit letters from the teachers' unions with its application indicating its agreement to fully participate in all components of the school improvement model selected.

E. Assurances

☒ X 21st Century Charter School @ Gary____ assures that it will
Corporation/Charter School Name

☒ X 1. Use its School Improvement Grant to implement fully and effectively an intervention in each Tier I and Tier II school that the LEA commits to serve consistent with the final requirements.

☒ X 2. Establish annual goals for student achievement on the State's assessments for both reading/language arts and mathematics and measure progress on the leading indicators in section III of the final requirements in order to monitor each Tier I and Tier II School that it serves with school improvement funds.

N/A 3. If it implements a restart model in a Tier I or Tier II school, include in its contract or agreement terms and provisions to hold the charter operation, charter management organization, or education management organization accountable for complying with the final requirements.

☒ X 4. Report to the SEA the school-level data required under section III of the final requirements.

F. Waivers

The LEA must check each waiver that the LEA will implement. If the LEA does not intend to implement the waiver with respect to each applicable school, the LEA must indicate for which schools it will implement the waiver.

☒ Extending the period of availability of school improvement funds.

Note: Indiana has requested a waiver of the period of availability of school improvement funds and upon receipt, that waiver automatically applies to all LEAs in the State.

☐ "Starting over" in the school improvement timeline for Tier I and Tier II Title I participating schools implementing a turnaround or restart model.

☒ X Implementing a schoolwide program in a Tier I or Tier II Title I participating school that does meet the 40 percent poverty eligibility threshold.

Appendix G: LEA Application for Each Tier I and Tier II School

School Improvement Grant (1003g) 2012-2013

LEA School Application: Tier I and Tier II

**The LEA must complete this form for *each* Tier I or II school
applying for a school improvement grant.**

School Corporation _21st Century Charter School @ Gary_____Number 9545_____

School Name ____21st Century Charter School @ Gary_____

After completing the analysis of school needs and entering into the decision-making process in this application, reach consensus as to the school intervention (improvement) model to be used and place a checkmark below:

☐ Turnaround

☐ Restart

X☒ Transformation

☐ Closure

Assurances

____ 21st Century Charter School @ Gary _____ assures that it will
Corporation/Charter School Name

- ☒ 1. Use its School Improvement Grant to implement fully and effectively an intervention in each Tier I and Tier II school that the LEA commits to serve consistent with the final requirements.
- ☒ 2. Establish annual goals for student achievement on the State's assessments for both reading/language arts and mathematics and measure progress on the leading indicators in section III of the final requirements in order to monitor each Tier I and Tier II School that it serves with school improvement funds.
- N/A 3. If it implements a restart model in a Tier I or Tier II school, include in its contract or agreement terms and provisions to hold the charter operation, charter management organization, or education management organization accountable for complying with the final requirements.
- ☒ 4. Report to the SEA the school-level data required under section III of the final requirements.

Waivers

The LEA must check each waiver that the LEA will implement. If the LEA does not intend to implement the waiver with respect to each applicable school, the LEA must indicate for which schools it will implement the waiver.

- ☒ Extending the period of availability of school improvement funds.

Note: Indiana has requested a waiver of the period of availability of school improvement funds and upon receipt, that waiver automatically applies to all LEAs in the State.

- ☐ "Starting over" in the school improvement timeline for Tier I and Tier II Title I participating schools implementing a turnaround or restart model.

X Implementing a schoolwide program in a Tier I or Tier II Title I participating school that does meet the 40 percent poverty eligibility threshold.

A. LEA Analysis of School Needs

➤ **Instructions:**

- 1) With an LEA improvement team that includes staff from the school, complete the two worksheets on the following pages “Analysis of Student and School Data” and “Self-Assessment of High-poverty, High-performing Schools.”
- 2) Develop findings from the data - short phrases and sentences that indicate the facts revealed by the data.
- 3) Complete a root cause analysis of the findings - the underlying reason for the finding.
- 4) Consider overall the meaning of the data, the findings, and the root cause analysis in terms of student, teachers, the principal and school needs.

Worksheet #1: Analysis of Student and School Data

➤ Instructions:

- Complete the table below for each student group that did *not* meet AYP for performance in English/language arts and/or mathematics for 2010-2011. (Do not list those groups that did meet AYP).
- Student groups would include American Native, Asian, Black, Hispanic, White, Free/Reduced Lunch, Limited English Proficient and Special Education.
- For LEA data, see the IDOE web site: <http://compass.doe.in.gov/Dashboard.aspx?view=STATE&val=0&desc=STATE>

Student groups not meeting AYP (list groups below)	% of this group not meeting AYP	# of students in this group not meeting AYP	How severe is this group's failure? (high, medium, low)	How unique are the learning needs of this group? (high, medium, low)
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English/Language Arts

Example: LEP	75%	52	High - have been in U.S. 3 or more years	High - no prior formal schooling; from non-Western culture
Overall	29.9% failed L/A, 25.5% Grades 3-8 failed E/LA, 58.6% failed ECA Eng10	58 total students 41 students in grades 3-8, 17 high school students failed ECA Eng10	High	Medium, high poverty, limited family involvement
Black	31.3% Failed ISTEP E/LA 26.9% 3 rd	56 total, 7-3 rd graders 4-4 th graders	High	Medium, high poverty, limited family involvement, transient population, enter

	graders failed 14.8% 4 th graders failed, 16% 5 th graders failed, 37.5% 6 th graders failed, 26.1% 7 th graders failed, 37.9% 8 th graders failed	4-5 th graders 9-6 th graders 6-7 th graders 11-8 th graders	High	low performing
ECA Eng10	58.6% HS sophomores failed Eng10 first time	17 overall 16 Black	High	Medium, high poverty, limited family involvement, transient population

Mathematics

<p>What are the key findings from the student achievement data that correspond to changes needed in curriculum, instruction, assessment, professional development and school leadership?</p> <p><i>Not appropriate example:</i> Students from Mexico aren't doing well in school. “</p> <p><i>Appropriate example:</i> “75% of our Mexican students who have been in the U.S. for three years or more are not passing E/LA ISTEP+.”</p> <p><i>Appropriate example:</i> “65% of our students with free and reduced lunch did not pass ISTEP+ in the E/LA strand of ‘vocabulary’.”</p>	<p>What is at the “root” of the findings? What is the underlying cause?</p> <p><i>Inappropriate example:</i> “Hispanic students watch Spanish television shows and their parents speak Spanish to them at home all the time so they aren't learning English.”</p> <p><i>Appropriate example:</i> “Our ELL program provides only one-hour of support per week for students who have been in the U.S. for three or more years.”</p>
<p>83.9% of our high school students are qualified for the federal f/r lunch and 60.7% (17 of 28) did not pass the Eng10 ECA.</p> <p>Of the 17 students who did not pass, 100% are qualified for the F/R lunch program</p> <p>Of the 17 students who did not pass, 100% are Black.</p> <p>96.2% of our high school students are African American and 57.1% (16 of 28) did not pass the Eng10 ECA.</p> <p>59% (16) of our first-time tested high school sophomores did not pass the ECA Eng 10 test.</p> <p>5 of the sophomores who passed ECA Eng 10 attended summer school</p> <p>5 of the sophomores who failed ECA Eng 10 also attended summer school</p> <p>100% of the students who failed E/LA and/or ECA Eng10 are Black</p> <p>100% of the students who failed E/LA and/or ECA Eng10 are qualified for free and reduced lunch</p>	<p>Our high school has only one English teacher who has to teach and prepare for five classes per day (9th, 10th, 11th, and 12th grade English). (Poor working condition.)</p> <p>Our high school English classes have 32 students per class and one teacher. High student/teacher ratio. (Poor working condition.)</p> <p>Lack of teacher prep time and sheer number of classes to teach reduces quality of teaching. (Poor working condition.)</p> <p>Lack of oversight by principal (due to the school having one principal for all K-12 grades) leaves teacher without much support. (Low level of support.)</p> <p>Lack of master teacher or curriculum director/teacher coach helping the teacher to plan</p>

<p>program</p> <p>42% of 6th graders did not master vocabulary</p> <p>35% of 6th graders did not master literary text</p> <p>31% of 6th graders did not master writing process</p> <p>45% of 8th graders did not master vocabulary</p> <p>38% of 8th graders did not master nonfiction</p> <p>34% of 8th graders did not master literary text</p> <p>41% of 8th graders did not master writing process</p> <p>34% of 8th graders did not master language conventions</p> <p>61% of 10th graders did not master reading comprehension</p> <p>54% of 10th graders did not master writing applications</p>	<p>lessons and differentiate teaching hurts teacher and student performance. (Low level of support.)</p> <p>No classroom assistant for the teacher. (Poor working condition.)</p> <p>No formal PD planned for the teacher. Teacher chooses her own PD. (No guided PD.)</p> <p>No ability to breakout groups of students based on ability and differentiate teaching and learning. (No differentiated learning.)</p> <p>There is no collaboration and/or cross curricular planning time between the social studies and English classes.</p> <p>The school has had a tough time holding onto and retaining high quality English teachers.</p> <p>Three HS Eng teachers in one year alone.</p> <p>Summer school services did not meet differentiated needs of students</p> <p>Summer school services were provided by “ineffective” teacher</p> <p>Curriculum is not rigorous enough nor spiral in nature</p> <p>Teachers receive little to no support in unpacking standards and lesson plans</p>
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Student Leading Indicators

➤ Instructions:

- 1) Using school, student and teacher data, complete the table below
- 2) If the indicator is not applicable, such as “dropout rate” for an elementary school, write “NA” - not applicable - in the column.
- 3) Review the data and develop several key findings on the next page.

	2010-2011	2011-2012
1. Number of minutes within the school year that students are required to attend school	83,700	84,600
2. Dropout rate*	N/A	N/A
3. Student attendance rate (must be a percentage between 0.00 and 100.00)	95.18 overall 96.11% for elementary, 94.25 for HS	95.68% overall, 96.48 for elementary, 94.88% for HS
4. Number and percentage of students completing advanced coursework* (e.g., AP/IB), or advanced math coursework	0%	0%
5. Number of students completing dual enrollment classes	6 of 19 2011 graduates completed at least one dual enrollment course	14 of 19 2012 graduates have completed at least one dual enrollment course
6. Types of increased learning time offered	BAS, SS,	BAS, SS, LSY,

LSY- Longer School Year LSD- Longer School Day BAS-Before/After School SS- Summer School WES-Weekend School OTH-Other	LSY, WES, LSD	LSD, SS
7. Discipline incidents*	The school had 264 K-8 students and 52 suspensions in this group. The school had 108 high school students and 68 suspensions from this group.	76 suspensions for 283 students K-8 grade thus far this year and 73 suspensions for 118 9-12th grade students this year. One expulsion for elementary and high school
8. Truants (# of unduplicated students, enter as a whole number)	N/A	N/A
9. Distribution of teachers by performance level on LEA's teacher evaluation system	Evaluation system didn't exist	0% highly effective, 4 elementary teachers are "effective", 4 secondary teachers are "effective", two elementary

		teachers need improvement and 2 secondary teachers need improvement, 1 ineffective secondary teacher
10 Teacher attendance rate	97%	96.5%

*If this school is a high school, disaggregation of the data by student groups would be informative in your planning.

<p>What are key findings or summaries from the student leading indicator data?</p> <p><i>Inappropriate example:</i> "Teachers are absent a lot."</p> <p><i>Appropriate example:</i> " Teachers on average are out of the classroom 32 days of the school year."</p>	<p>What is at the "root" of the findings? What is the underlying cause?</p> <p><i>Inappropriate example:</i>" Teachers don't feel like coming to school"</p> <p><i>Appropriate example:</i> "Teachers' working conditions are poor - limited heat in the classrooms; teachers attend three weeks of professional development during the year and the school has difficulty finding substitutes so students are placed in other teachers' classrooms"</p>
<p>No High School students take AP or IB courses.</p> <p>High school teachers can't prepare for 5 classes each day.</p> <p>Teachers can't properly serve each student's need.</p> <p>Performance evaluations of teachers are not structured and tied to student achievement.</p> <p>Teachers receive little to no direction on professional development from principal.</p> <p>The school does not offer Saturday school for student remediation.</p> <p>Summer school attendance represented less than 21% of school's student body, with only 21 high school students participating in summer school (21% of high school population).</p>	<p>The school does not offer AP and/or IB classes.</p> <p>School provides only 50 minutes total each day to high school teachers to prepare for 5 classes each day. As such, teachers can't review/analyze data appropriately.</p> <p>High school teachers do not have an assistant, and classroom size is too large (32 students per teacher).</p> <p>Teacher pay is below market rates, limiting quality of the teacher applicants</p> <p>High school students do not receive enough personalized attention from teachers as teacher/student ratio is 1/32.</p> <p>High school teachers must teach and plan for 5 different subject/classes (different grade levels) each day.</p> <p>The school does not provide enough structured professional development on</p>

<p>Summer school was not sufficient support for high school students</p>	<p>differentiated learning.</p> <p>Teachers lack ability to teach all high school subjects in all grade levels.</p> <p>Teacher performance evaluations are not based on achievement data.</p> <p>School day does not allow for remediation services to be provided to students.</p> <p>School leader is overwhelmed by having to oversee all 13 grade levels and subjects without curriculum director/mentor teachers/master teachers/instructional coaches to support her efforts.</p> <p>Summer school classes for high school used Plato software (not sufficient) and insufficient teaching staff</p>
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Worksheet #1: Analysis of Student and School Data

➤ **Instructions:**

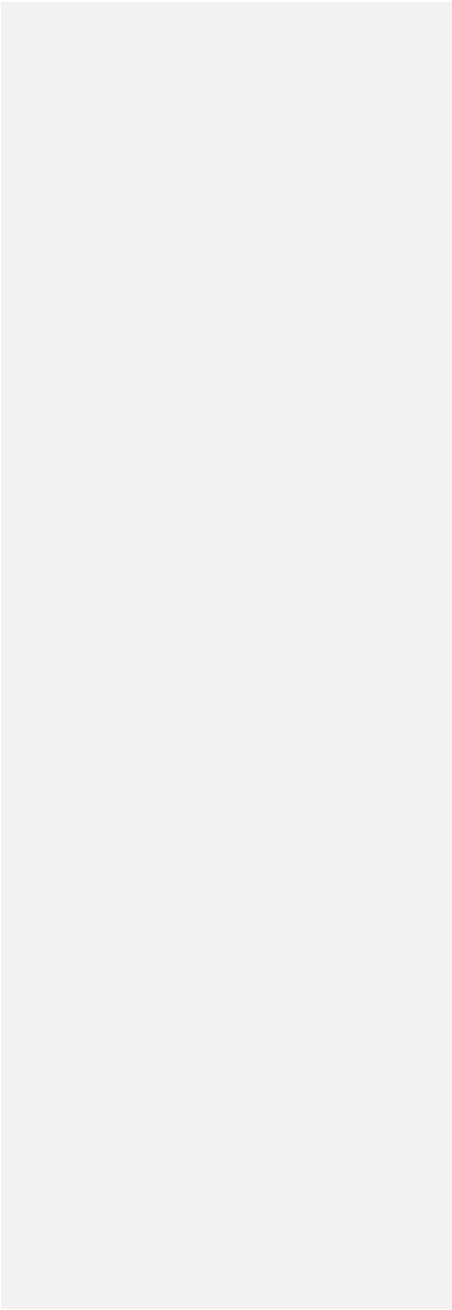
- Complete the table below for each student group that did *not* meet AYP for performance in English/language arts and/or mathematics for 2010-2011. (Do not list those groups that did meet AYP).
- Student groups would include American Native, Asian, Black, Hispanic, White, Free/Reduced Lunch, Limited English Proficient and Special Education.
- For LEA data, see the IDOE web site: <http://compass.doe.in.gov/Dashboard.aspx?view=STATE&val=0&desc=STATE>

Student groups not meeting AYP (list groups below)	% of this group not meeting AYP	# of students in this group not meeting AYP	How severe is this group's failure? (high, medium, low)	How unique are the learning needs of this group? (high, medium, low)

English/Language Arts

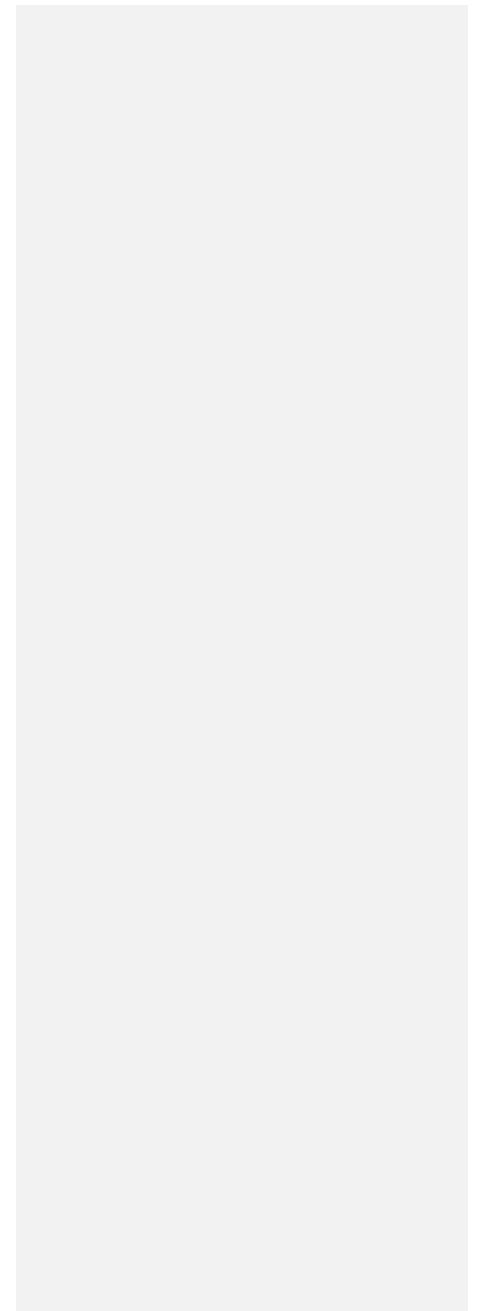
Example: LEP	75%	52	High - have been in U.S. 3 or more years	High - no prior formal schooling; from non-Western culture

Mathematics



<p>What are the key findings from the student achievement data that correspond to changes needed in curriculum, instruction, assessment, professional development and school leadership?</p> <p><i>Not appropriate example:</i> Students from Mexico aren't doing well in school. “</p> <p><i>Appropriate example:</i> “75% of our Mexican students who have been in the U.S. for three years or more are not passing E/LA ISTEP+.”</p> <p><i>Appropriate example:</i> “65% of our students with free and reduced lunch did not pass ISTEP+ in the E/LA strand of 'vocabulary'.”</p>	<p>What is at the “root” of the findings? What is the underlying cause?</p> <p><i>Inappropriate example:</i> “Hispanic students watch Spanish television shows and their parents speak Spanish to them at home all the time so they aren't learning English.”</p> <p><i>Appropriate example:</i> “Our ELL program provides only one-hour of support per week for students who have been in the U.S. for three or more years.”</p>

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Student Leading Indicators

➤ Instructions:

- 1) Using school, student and teacher data, complete the table below
- 2) If the indicator is not applicable, such as “dropout rate” for an elementary school, write “NA” - not applicable - in the column.
- 3) Review the data and develop several key findings on the next page.

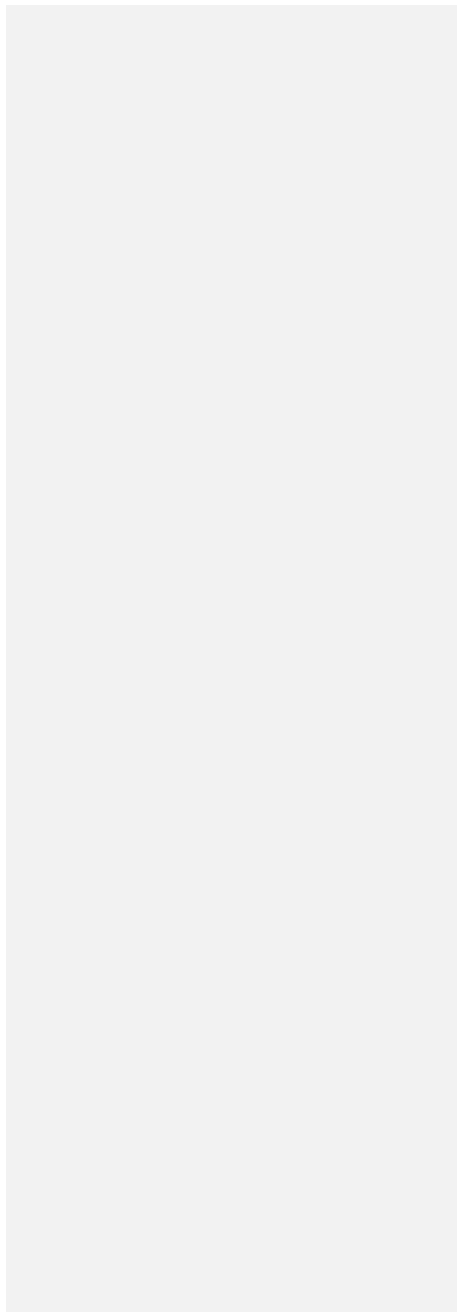
	2010-2011	2011-2012
1. Number of minutes within the school year that students are required to attend school		
2. Dropout rate*		
3. Student attendance rate (must be a percentage between 0.00 and 100.00)		
4. Number and percentage of students completing advanced coursework* (e.g., AP/IB), or advanced math coursework		
5. Number of students completing dual enrollment classes		
6. Types of increased learning time offered LSY- Longer School Year LSD- Longer School Day BAS-Before/After School SS- Summer School WES-Weekend School OTH-Other		
7. Discipline incidents*		

8. Truants (# of unduplicated students, enter as a whole number)		
9. Distribution of teachers by performance level on LEA's teacher evaluation system		
10 Teacher attendance rate		

*If this school is a high school, disaggregation of the data by student groups would be informative in your planning.

What are key findings or summaries from the student leading indicator data?	What is at the “root” of the findings? What is the underlying cause?
<p><i>Inappropriate example:</i> “Teachers are absent a lot.”</p> <p><i>Appropriate example:</i> “ Teachers on average are out of the classroom 32 days of the school year.”</p>	<p><i>Inappropriate example:</i>” Teachers don’t feel like coming to school“</p> <p><i>Appropriate example:</i> “Teachers’ working conditions are poor - limited heat in the classrooms; teachers attend three weeks of professional development during the year and the school has difficulty finding substitutes so students are placed in other teachers’ classrooms”</p>

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Worksheet #2: Self-Assessment of Practices High-Performing Schools

➤ Instructions:

- The following table lists the research and best practices of effective schools, especially of high-poverty, high-performing schools. These practices are embedded in the school improvement models as well.
- Using a team that knows the school well, critically consider the practices of the school and determine a score of 1-4 with four being the highest.
- As with the other previous data sources, use the scores to develop a set of key findings.

We had the entire 21st Century Charter School staff review this assessment tool and these are the responses we received. The numbers in parenthesis are the responses from HS teachers specifically.

The Principal and Leadership	1	2	3	4	The Principal and Leadership
6. Spends most of the time managing the school.	7	14(2)	10	5(2)	6. Spends great deal of time in classrooms.
7. Is rarely in the classrooms.	3	8(1)	16(2)	9(1)	7. Conducts frequent walk-throughs.
8. Is not knowledgeable about English/ language arts or mathematics instruction.	6	7(2)	11(1)	12(1)	8. Knows E/LA and mathematics instruction well and is able to assist teachers.
9. Serves as lone leader of the school	3	4	15(1)	13(3)	9. Utilizes various forms of leadership teams and fosters teachers' development as leaders.
10. Must accept teachers based on seniority or other union agreements rather than on their effectiveness in the classroom.	6(1)	4	5(1)	21(2)	10. Is not bound by seniority rules in hiring and placement of teachers.
Instruction	1	2	3	4	Instruction
8. Is primarily lecture-style and teacher-centered.	3	5(1)	17(2)	10	8. Includes a variety of methods that are student-centered.
9. Places the same cognitive demands on all learners (no	4	6(2)	12(2)	14	9. Provides various levels of cognitive demands

differentiation).					(differentiation; Response to Instruction - RTI).
10. Is primarily textbook-oriented.	3	3	14(1)	16(3)	10.Uses multiple sources beyond textbooks.
11. Does not include technology.	4	2(1)	13(1)	17(2)	11.Includes frequent use of technology.
12. Works alone, rarely meeting in or across grade-level teams to discuss and improve.	3(1)	4	10(3)	19	12.Works in teams, discussing student learning and instructional ideas.
13. Instruction is rarely evaluated and connections to student learning growth or increased graduation rates are not made.	3	6(2)	16(2)	11	13.Instruction is evaluated through rigorous, transparent, and equitable processes that take into account student growth and increased graduation rates.
14. Instruction is not increased to allow for more student learning time.	2	6(1)	15(2)	13(1)	14. Schedules and strategies provide for increased student learning time.

Curriculum	1	2	3	4	Curriculum
7. Leadership does not observe or evaluate teachers for use of the curriculum.	3	6	13(2)	13(2)	7. Is observed by school leadership that it is being taught.
8. Is considered to be the textbook or the state standards.	5	5	10(2)	15(2)	8. Is developed by the district/teachers based on unpacking the state standards.
9. Is not aligned within or across grade levels.	3	7(4)	9	16	9. Is aligned within and across grade levels.
10. Is not rigorous or cognitively demanding.	3	5(1)	13(1)	14(2)	10. Is rigorous and cognitively demanding.
11. Is not available to all students, e.g., English language learners or students with disabilities as they are not present in the regular classroom during core instruction time.	3	2	16(4)	14	11. Is accessible to all students through placement in regular classroom during instruction of the core curriculum.
12. Is not differentiated for struggling students.	1	5(2)	12(1)	17(1)	12. Is differentiated for struggling students.
Data - Formative Assessments	1	2	3	4	Data - Formative Assessments
4. Are not regularly used by teachers.	3(1)	5	7(2)	20(1)	3. Are used to implement an aligned instructional program.
5. Are not routinely disaggregated by teachers.	2	8(2)	13(2)	12	4. Are used to provide differentiated instruction.
6. Are not used to determine appropriate instructional strategies.	2	9(3)	10(1)	14	3. Are discussed regularly in teacher groups to discuss student work
Professional Development	1	2	3	4	Professional Development
4. Is individually selected by each teacher; includes conferences and conventions.	3	14(1)	12(2)	6(1)	4. Is of high quality and job-embedded.
5. Is not related to curriculum,	3	7(1)	9(2)	16(1)	5. Is aligned to the curriculum and instructional program.

instruction, or assessment. 6. Is short, i.e., one-shot sessions.	11(2)	7(2)	10	7	6. Includes increasing staff's knowledge and skills in instructing English language learners and students with disabilities.
7. Does not include follow-up assistance, mentoring, or monitoring of classroom implementation.	7	10(3)	9(1)	9	7. Is developed long-term; focuses on improving curriculum, instruction, and formative assessments.
Parents, Family, Community	1	2	3	4	Parents, Family, Community
3. Does not provide extended supports. 4. Does not ensure a safe school and community environment for children.	4 5(1) 8(2)	10(2) 5 6(1)	8(1) 9(2) 11(1)	13(1) 16(1) 10	3. Provides social and emotional supports from school and community organizations. 4. Creates a safe learning environment within the school and within the community. 5. Includes use of advisory periods to build student-adult relationships.

Cultural Competency	1	2	3	4	Cultural Competency
6. Holds the belief that all students learn the same way.	2	4(1)	14(2)	14(1)	6. Holds the belief that students learn differently and provides for by using various instructional practices.
7. Uses the textbook to determine the focus of study.	2	5	10(2)	17(2)	7. Combines what learners need to know from the standards and curriculum with the needs in their lives.
8. "Cultural instruction" is limited to study of flags, festivals, and foods of countries/people.	11(1)	5(1)	8(1)	10(1)	8. Provides culturally proficient instruction, allows learners to explore cultural contexts of
9. Does not investigate students' level of education prior to coming to the United States;	9(1)	12(3)	10	4	

home languages; the political/economic history; conditions of countries or groups. 10. Does not connect curriculum and learning to students' own life experiences as related to race, ethnicity, or social class.	5	8(2)	12(1)	9(1)	selves and others. 9. Investigates students' education prior to coming to the United States; home languages; political/economic history; conditions of countries or groups. 10. Connects curriculum and learning to students' own life experiences as related to race, ethnicity or class.
What are the key findings from the self-assessment of high-performing schools? <i>Appropriate example:</i> "We don't have a curriculum aligned across grade levels." <i>Appropriate example:</i> "We only teach flags, festivals and foods with our students. "			What is at the "root" of the findings? What is the underlying cause? <i>Appropriate example "</i> We don't know how to align our curriculum across grade levels." <i>Appropriate example:</i> "Connecting curriculum to students' lives takes longer to prepare lessons."		

The Key findings from the Self-Assessment of high-performing Schools?

The entire school participated in the "self-assessment of high-performing schools" via Survey Monkey. We wanted to see what everyone believes when it comes to each of these points. The survey was conducted the week of April 16, 2012. The biggest weaknesses (categories with a 1 or 2) identified by the staff include:

1. The principal spends half her time managing the school and the other as instructional leader;
2. Teachers select their own professional development;
3. Cultural competency instruction appears to be limited to "study of flags, festivals, and foods or countries/people."

Categories scoring a "3" include:

1. Principal conducts frequent walk-throughs;
2. Principal utilizes various forms of leadership teams and fosters teacher's development as leaders;
3. Instruction includes a variety of methods that are student-centered;
4. Instruction uses multiple sources beyond textbooks;

5. Instruction is evaluated through rigorous, transparent and equitable processes that account for student growth and graduation rates;
6. Schedules and strategies provide for increased student learning time;
7. Curriculum is observed by school leadership that it is being taught;
8. Curriculum is rigorous and cognitively demanding;
9. Professional development includes increasing staff's knowledge and skills in instructing English language learners and students with disabilities
10. Cultural competency investigates students' education prior to coming to the U.S.
11. Cultural competency connects curriculum and learning to students' own life experiences as related to race/class.

The staff rated the school a "4" in these categories:

1. Principal knows E/LA and math instruction well and is able to assist teachers
2. Principal is not bound by seniority rules in hiring and placement of teachers
3. Instruction provides various levels of cognitive demands
4. Instruction includes frequent use of technology
5. Instruction works in teams, discussing student learning and instructional ideas
6. Curriculum is developed by teachers based on unpacking state standards
7. Curriculum is aligned within and across grade levels
8. Curriculum is accessible to all students through placement in regular classroom during instruction of the core curriculum
9. Curriculum is differentiated for struggling students
10. Data are used to implement an aligned instructional program
11. Data are used to provide differentiated instruction
12. Data are discussed regularly in teacher groups to discuss student work
13. Professional development is aligned to the curriculum and instructional program
14. Professional development is developed long-term; focuses on improving curriculum, instruction and assessments
15. School provides parents social/emotional supports from school and community organizations
16. School creates a safe learning environment within the school and community
17. School includes use of advisory periods to build student-adult relationships
18. School holds the belief that students learn differently and provides for by using various instructional practices
19. School combines what learners need to know from the standards and curriculum with the needs in their lives.

As you can see, the majority of staff gives itself 19 "4s," 11 "3s," and only 3 "1s" and "2s" combined. Yet, the school is in need of improvement. When school leadership reviewed these findings, we went deeper into the findings to see if there is a disconnect between the elementary grades and the upper grades. And yes, we found a disconnect.

Among high school staff, there were 10 “1s,” 41 “2s,” 48 “3s,” and 32 “4s.” Their responses are in the parentheses in the above chart. The areas where at least two of the high schools teachers (50%) said the school scored a “2” on the rubric included:

1. Principal spends time managing school and in classroom
2. Principal is not knowledgeable about E/LA or Math
3. School places same cognitive demands on all learners (no differentiation).
4. Instruction is rarely evaluated and connections to student learning growth or graduation are not made
5. Curriculum is not aligned across grade levels (received all 4 HS teachers agreed on this point)
6. Instruction is not differentiated for struggling students.
7. Data are not routinely disaggregated by teachers
8. Data are not used to determine appropriate instructional strategies (received three of four votes)
9. Professional development is short, one-shot sessions (received two 1s and two 2s)
10. Professional development does not include follow-up assistance, mentoring, or monitoring of classroom implementation
11. Parents, family, community do not provide extended supports

Indeed, teachers in grades K-8 have teacher assistants in each classroom at 21st Century Charter School @ Gary. However, high school teachers do not have any assistants. We further reviewed the responses from the high school teachers and found they receive little guided professional development support, curriculum development support, lesson planning support, and few formal observations from the principal. Our assessment of this situation is that staff can benefit from professional development on discussing student learning and instructional ideas, how to unpack state standards and align lessons accordingly, differentiated learning, how to use data to improve outcomes and student performance.

The categories that staff gave themselves/the school a “1” or “2” are indicative of bigger problems. The principal conducts frequent walk-throughs and few formal in-depth observations. This is because the principal has very little time to do more in-depth classroom reviews as she is in charge of the full K-12 school, 13 grades and specials, too. This is a lot of responsibility for one person. The school does not have an instructional coach, master teacher, nor high school counselor.

The other areas where the staff gave themselves a 1 or 2 is in the area of teacher-led professional development. Teachers are choosing their own PD. The PD they choose may or may not be centered on the needs of the school and this results in a more scatter-shot approach to PD.

Finally, the admission that cultural literacy is limited to flags, foods and festivals of peoples and countries is indicative of a bigger problem at the school which is lack of rigor and depth of study. Standards are not unpacked, lessons are not deep nor rigorous enough.

What is at the root of the findings? What is the underlying cause?

We believe the underlying causes for underperformance at the school include:

- 1. Principal is responsible for all grades K-12**
- 2. Principal does not have enough time to be effective academic leader of the building for all grades**
- 3. Teachers are not provided job-embedded on-going professional development**
- 4. Staff evaluations are not transparent, nor consistent, nor data driven**
- 5. Professional development is not planned around indicators of need**
- 6. High school teachers have too little time to plan for their classes**
- 7. High school teachers have no assistants in their classrooms (1/32 ratio)**
- 8. High school teachers have to teach too many different classes and grade levels (the school has only 4 high school teachers)**
- 9. The school has a high percentage of children from economically disadvantaged homes**
- 10. Curriculum is not rigorous enough, nor consistent between classes**
- 11. The school does not have one “highly effective” teacher**
- 12. Summer program is not taught by “highly effective” teachers**

B. Selection of School Improvement Model

➤ **Instructions:** Read and discuss with the team the elements of the four school intervention models below.

Turnaround Model	Transformation Model
Required Elements	Required Elements
Adopt a new governance structure, which may include, but is not limited to, requiring the school to report to a turnaround office, hire a turnaround leader, or enter into a contract to obtain added flexibility in exchange for greater accountability.	<u>Develop Teacher and Leader Effectiveness</u> <ol style="list-style-type: none"> Replace the principal who led the school prior to implementing the model. Use rigorous, transparent, and equitable evaluation systems for teachers and principals that take into account data on student growth, multiple assessments, and increased graduation rates. Evaluations are developed with teacher and principal Reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and H.S. graduation rates. Remove those who, after opportunities have been provided to improve, have not. Provide staff ongoing, high quality, job-embedded professional development that is aligned with the instructional program and designed with school staff. Implement strategies such as financial incentives, promotion, career growth, and flexible work conditions that are designed to recruit, place and retain staff.
Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards.	<u>Increasing Learning Time and Creating Community-Oriented Schools</u> <ol style="list-style-type: none"> Establish schedules and implement strategies that provide increased learning time. Provide ongoing mechanisms for family and community engagement.
Promote the use of student data to inform and differentiate instruction.	<u>Comprehensive Instructional Reform Strategies</u> <ol style="list-style-type: none"> Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards. Promote the continuous use of student data to inform and differentiate instruction.
Establish schedules and implement strategies that provide increased learning time.	<u>Provide Operational Flexibility and Sustained Support</u> <ol style="list-style-type: none"> Give the school sufficient operational flexibility (staffing, calendars/time and budgeting). Ensure school receives ongoing, intensive technical assistance and support from the LEA, SEA, or designated external lead partner organization.
Provide appropriate social-emotional and community-oriented services and supports for students.	

Permissible Elements
New school model (e.g., themed, dual language academy)
Any of the required and permissible activities under the transformation model – these would be in addition to, not instead of, the actions that are required as part of a turnaround model.

Permissible Elements
<u>Develop Teacher and Leader Effectiveness</u> 5. Provide additional compensation to attract and retain staff with skills necessary to meet the needs of students in a transformation model. 6. Institute a system for measuring changes in instructional practices resulting from professional development. 7. Ensure that the school is not required to accept a teacher without the mutual consent of the teacher and principal, regardless of the teacher's seniority. 8. LEAs have flexibility to develop and implement their own strategies to increase the effectiveness of teachers and school leaders. Strategies must be in addition to those that are required as part of this model.
<u>Comprehensive Instructional Reform</u> 6. Conduct periodic reviews to ensure that the curriculum is being implemented with fidelity. 7. Implement a schoolwide “response-to-intervention” model. 8. Provide additional supports to teachers and principals to implement strategies to support students with disabilities and limited English proficient students. 9. Using technology-based supports. 10. In secondary schools – d) increase rigor e) summer transition programs; freshman academies f) increasing graduation rates establishing early warning systems
<u>Increasing Learning Time and Creating Community-Oriented Schools</u> 5. Partner with parents, faith and community-based organizations, health clinics, State or local agencies to create safe environments. 6. Extend or restructure the school day to add time for such strategies as advisory periods that build relationships. 7. Implement approaches to improve school climate and discipline. 8. Expand the school program to offer full-day kindergarten or pre-kindergarten.
<u>Operational Flexibility and Sustained Support</u> 3. Allow school to be run under a new governance arrangement, e.g., turnaround division in the LEA. 4. Implement a per-pupil school-based budget formula that is weighted based on student needs.

Restart Model
<i>Required Elements</i>
Convert a school or close and reopen it under a charter school operator, a charter management organization or an educational management organization.
Must enroll within the grades it serves, any former student who wishes to attend.
<i>Permissible Elements</i>
May implement any of the required or permissible activities of a turnaround model or a transformation model.

School Closure Model
<i>Required Elements</i>
Close the school and enroll the students in other schools in the LEA that are higher achieving.

II. Selection of Improvement Model

Based on our findings of the three data sources, the LEA is selecting this model for this school:

- | | |
|--|----------------------------------|
| <input type="checkbox"/> Turnaround | <input type="checkbox"/> Restart |
| <input checked="" type="checkbox"/> Transformation | <input type="checkbox"/> Closure |

➤ **Instructions:** Reflect on the data, findings, root cause analysis, and self-assessment and the elements of the four improvement models. As a team, reach consensus, as to the model that is the best fit for the school and that has the greatest likelihood, when implemented, to affect principal leadership, teacher instruction, and student learning.

Intervention model selected _____ Transformation _____

(1) Describe how the model corresponds to the data, findings, root cause analysis and self-assessment and led to the selected model.

It is clear to the school's board of directors that the "transformation" model is the appropriate path for the school. The current principal has done a great job leading the entire school for the past 5 years, but is overwhelmed and understaffed to meet the duties of the K-12 school that is 21st Century. The findings of the self-assessment survey validate our belief that we should replace the existing principal's K-5 duties with a new "blue ribbon" school principal and reassign the current principal to focus her time on performance of the upper grades. The self-assessment survey reveals the school offers little to no staff evaluation system, guided, structured and/or job-embedded professional development, and lacks financial incentives and/or career growth opportunities that help to recruit and retain staff. The current curriculum is not vertically aligned, nor rigorous enough, nor does the school provide enough intensive technical assistance from external partners. As such, the school board AND staff voted unanimously (April 19) in favor of adopting TAP and will participate in the state's upcoming TIF grant submission. TAP involves principals and teachers in the evaluation of performance. The school's approved Title II plan funds a merit-based performance plan. The school board and staff have endorsed the implementation of Core Knowledge, Project Lead the Way and E2020 curriculum to address the issues of curriculum alignment and rigor in the classroom. The school will hire Core Knowledge Foundation, E2020, and PLTW consultants to provide regular and planned professional development to appropriate staff. TAP will assist the school in defining the PD needs of each teacher. The master and mentor teachers will assist the school teachers to unpack the standards and plan proper lessons horizontally and vertically using student data to guide them. We believe TAP will provide the school numerous supports identified as weaknesses in our school (rigorous evaluations, goal setting, master/mentor teachers to help guide teachers, and merit pay) and that the SIG grant will provide additional supports aligned with our planned use of TAP funds, Title I and Title II funds including an additional master teacher and mentor teachers on both sides of the school (elementary and high school), providing merit pay to all licensed teachers AND paraprofessionals, providing additional funding for 4-hour Saturday school, three additional hours of tutoring each week after school, and a structured 5-week research-proven summer program (adds 410 hours of academic support to the school year), and better alignment of curriculum with desired outcomes. TAP, Title I, Title II, and the SIG grant will help the school align professional development and embed it into the everyday school culture. We also intend to implement E2020 technology-based curriculum to allow the school to use technology to drive classroom instruction, help teachers review specific areas of student need, and to have the school begin to offer Advanced Placement courses (meet state's new College and Career Readiness goals) as well as additional remediation services. The school will hire EdPower to provide monthly monitoring of the implementation of this grant.

(2) Describe how the model will create teacher, principal, and student change.

The SIG grant will truly transform the school by strengthening and expanding the school leadership with a proven “blue ribbon” principal (Chris Evans) to lead the elementary grades in a purposeful and structured curriculum that is Core Knowledge (CK) complete with “leadership institutes” and “meaningful instruction” workshops led by Core Knowledge Foundation-credentialed consultants. Core Knowledge is research-based and proven to build vocabulary, reading comprehension and writing skills (noted deficiencies) for students. The school will have CK consultants visit four times a year to help with effective implementation of CK. Teachers will receive proper structured training in CK and assistance in unpacking the standards and aligning lesson plans with state standards and instructional calendars through all K-8th grades. This will lead to better instruction, greater rigor, and relevance in the classroom for students. The spiral and repetitive nature (CK goes deeper each grade level into subjects) builds on previous lessons taught helping students gain a richer understanding of the world around them, stronger vocabulary, writing skills and reading comprehension. SIG funds will be used to purchase the curriculum materials needed for CK. The new principal will allow our existing principal to focus completely on the upper grades and prepare students in grades 6-12 for success in high school and college. Angela West, who has led the school for 5 years on a continuous improvement trend, will now focus her entire attention on the school’s biggest challenge—the upper grade levels. Having a stronger educational foundation in the early grades will better prepare the students to be successful in middle and high school grades. Having two principals—one focused on elementary and the other on the upper grades—will provide the opportunity for teachers to receive in-depth and appropriate reviews and evaluations, greater support for their classroom instruction, greater and more specific professional development designed specifically for elementary AND high school teachers. Dividing the school leadership into elementary and high school grade levels will allow for greater flexibility in schedules and calendars that meet the needs of the students in each level. The SIG grant will allow the school to increase its pay scale to attract higher quality math and language arts teachers (the school’s pay scale is consistently below that of Gary Public Schools), provide for an additional 410 hours of learning time for all students (4-hour Saturday school, extended tutoring opportunities three days a week, and a 5-week summer program), assist in the implementation of AP classes (through E2020), assist in remediation services, and the implementation of PLTW, a proven STEM model that engages non-traditional students in learning and applying STEM skills. With the addition of TAP, the entire school culture will change as we anticipate teachers and principals will understand specifically what they will be evaluated on and they will use these frequent evaluations to seek out appropriate job-embedded professional development opportunities and to improve instruction in the classroom. The school will integrate Title I and Title II funds to support these school goals and programs, too. The school’s current approved Title II program centers on merit pay and rewards teachers for school improvement in all accountability areas. Title I provides the school the ability to have teacher assistants in each of the K-8th grades. The SIG grant will provide aides to each high school teacher (improving working conditions and providing teachers the opportunity to provide more individualized instruction and review data regularly to inform their instruction), and provide support for four additional high school teachers so that existing teachers (4) don’t have to teach all high school subjects to all grade levels. The school’s current Erate plan supports the implementation of 1-1 student/computer ratios. To make sure the entire program is implemented correctly and effectively, we are engaging EdPower consultants (developers of the Charles A. Tindley Accelerated School) to monitor the implementation monthly and to provide a report on progress directly to the board.

C. LEA Capacity to Implement the Intervention Model

➤ **Instructions:** Consider each topic under the column “Capacity Task” and determine if the district has or will have the ability to complete this task. Select “yes” or “no.” List the evidence available and attach to the application for each task. (See Attachment A for scoring rubric).

Capacity Task	Yes	No	District Evidence
1. The budget includes attention to each element of the selected intervention. <i>All models</i>	X		Provides for cost of new principal, added Saturday school/5-week Summer Advantage, extended tutoring 3 hours per week, CK/E2020/PLTW curriculum, merit pay for paraprofessionals, added 8 high school classroom assistants, 4 new HQ high school teachers, two master teachers and 4 mentor teachers, improved pay for all licensed teachers, PD training on CK/PLTW/E2020, College Summit, EdPower monitoring
2. The budget is sufficient and appropriate to support the full and effective implementation of the intervention for three years. <i>All models</i>	X		See attached
3. Projected budgets meet the requirements of reasonable, allocable, and allowable. <i>All models</i>	X		See attached

4. The budget is planned at a minimum of \$50,000 and does not exceed two million per year per school. <i>All models</i>	X		See attached
Capacity Task	Yes	No	District Evidence
5. The district has the resources to serve the number of Tier I, II, and III schools that are indicated. <i>All models</i>	X		21st Century Charter School @ Gary has demonstrated consistent and sustained improvement the past 5 years as proven through AYP rankings, PL221 rankings, graduation rates and a consistent highly qualified board of directors and stable leadership.

6. A clear alignment exists between the goals and interventions model and the funding request (budget). <i>All models</i> <ul style="list-style-type: none"> Funding requests for identified interventions are proportionately balanced and demonstrate an equitable distribution as identified in the SIG application Funding should directly impact the schools improvement processes for supporting prescriptive and intentional designed interventions Funding of programs, models, professional development, and staff should be directly linked to a School Improvement Goal identified in the SIG application Funding supports the schools current capacity to improve student achievement 	X		Funds provide for additional principal which will improve capacity of school to implement the SIG proposals, allows for reassignment and narrowing of duties for current principal to focus 100% on upper grades and provide guidance on rigor and PD for teachers; funds provide for additional tutoring time, summer program and Saturday school; funds provide for monitoring of implementation of program; funds provide for CK/E2020 curriculum and training which creates greater rigor and improves vocabulary, writing processes, and comprehension skills (all identified as student deficiencies).
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Capacity	Yes	No	District Evidence
<p>7. The LEA and school staff has the credentials and a demonstrated track record to implement the selected model.</p> <p><i>All models</i></p> <ul style="list-style-type: none"> • <i>Data portfolios of incoming staff/leaders</i> • <i>Highly Qualified in content of contractual agreement</i> • <i>Samples of implemented school improvement plans with documented outcomes using data</i> 	X		<p>Over the past three years, the school has consistently been labeled “exemplary” by the state’s PL221 law, made AYP in two of the past 3 years, and has a 73% (2009), 76% (2010) and 100% (2011) graduation rate. Attached is the school’s latest “improvement plan” completed without SIG funds and copies of the resumes of our current and proposed new school leader/s. Angela West recently received her Superintendent’s license and scored a near perfect score on her final test and Chris Evans, licensed principal and superintendent with 22 years of successful experience, took his current elementary school to “Blue Ribbon” status and was principal there for 11 years. He also led his current school to be a “State Title I School of Distinction nominee in 2007 and National School Change Award nominee in 2008. All new school teachers will be reviewed and hired based on HQ status in the content area they teach, and proven experience in these subjects. Documentation of proven outcomes for 21st Century Charter School @ Gary are attached.</p>
<p>8. The district has received the support of the staff to fully implement the intervention model.</p>	X		<p>The current staff and leadership participated in the school improvement plan and have been involved in writing this SIG grant</p>

<i>All models</i> <ul style="list-style-type: none"> • <i>Staff Assurances</i> • <i>Staff Surveys</i> • <i>Staff Needs Assessments</i> 			plan. See attached signatures of staff that signed in for staff meetings on SIG and TAP, staff assessments and surveys.
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9. The district has received the support of parents to fully implement the intervention model. <i>All models</i> <ul style="list-style-type: none"> • <i>Parent Meeting Agendas</i> • <i>Parent Surveys</i> • <i>Parent Focus Groups</i> 	X		See letters attached.
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Capacity Task	Yes	No	District Evidence
10. The school board is fully committed to eliminating barriers to allow for the full implementation of the selected model. <i>All models</i> <ul style="list-style-type: none"> • <i>School Board Assurances</i> • <i>School Board Meeting Minutes from proposal and or discussion</i> • <i>Support the creation of a new turnaround office (or reorganization if additional schools are being added within a district) with an appointed turnaround leader having significant and successful experience in changing schools</i> 	X		The school board met on April 19 (see minutes) and voted in support of the school's transformation model school improvement plan AND the TAP program. The school board has appointed Angela West to be the principal of the upper grades 6-12, and Chris Evans to serve as principal of the K-5 grades. Both leaders have proven success in leading schools to achievement with Angela West serving 21st Century Charter School for 5 years and Chris Evans serving South Haven Elementary School for more than 10 years and taking it to "Blue Ribbon" status under his leadership. With Mrs. West's experience in leading the entire school now

			focused on leading a subset of the school (the upper grades) and Mr. Evans' experience focused on leading the lower school, we believe the school will turnaround the performance of its upper grades and improve the performance of its lower grades, thus achieving a complete transformation of the school.
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<p>11. The superintendent is fully committed to eliminating barriers to allow for the full implementation of the selected model.</p> <p><i>All models</i></p> <ul style="list-style-type: none"> • Superintendent Assurance • School Board Meeting Minutes from proposal and or discussion • Superintendent SIG Presentation • Creation of a new turnaround office (or reorganization if additional schools are being added within a district) with an appointed turnaround leader having significant and successful experience in changing schools 	X		<p>Letter by the Superintendent in support of this opportunity is attached. Superintendent personally attended the DOE/CELL TAP program meeting in Indianapolis on April 10, encouraged the school to support TAP, arranged the TAP meeting with staff on April 19, arranged special board meeting on April 19 to discuss and review both TAP and the SIG grant and to get support for both as well as personally assisted in writing the SIG application. The Superintendent personally engaged in the hiring of Chris Evans as the principal of the lower school and arranged for smooth transition for Mrs. West to focus on upper grades of the school. Superintendent also arranged for professional development training in Core Knowledge for staff beginning in May, arranged for Summer Advantage contract, College Summit contract, E2020 contract, and implementation of I-I</p>
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			student/computer ratio at the school.
Capacity Task	Yes	No	District Evidence
<p>12. The teacher's union is fully committed to eliminating barriers to allow for the full implementation of the model, including but not limited to teacher evaluations, hiring and dismissal procedures and length of the school day.</p> <p><i>Turnaround, Transformation Models</i></p> <ul style="list-style-type: none"> • <i>Teacher Union Assurance</i> • <i>An outline of amendments to SIG Teacher contracts that will allow for full implementation of the identified model</i> 	N/A		<p>As a charter school, the school does not have a teacher's union. The staff has met and is fully supportive of the proposed SIG grant including teacher evaluations, hiring and dismissal procedures, and length of school day. Attached are signatures of current staff at 21st Century Charter School @ Gary and a sample of the new teacher contract that outlines the school's expectation for staff support of the SIG grant.</p>
<p>13. The district has the ability to recruit new principals.</p> <p><i>Turnaround, Transformation Models</i></p> <ul style="list-style-type: none"> • <i>Partnerships with outside educational organizations (TFA, New Teachers for New Leaders) and or universities</i> • <i>Statewide and national postings</i> • <i>External networking</i> 	X		<p>The board of directors led a search for a new principal earlier this year and has agreed to hire Chris Evans, 11-year principal of South Haven Elementary School, a Blue Ribbon elementary school in 2007. He will take over the elementary grades in July and Angela West, just received her superintendent's license and has led the school for the past 5 years. Now, she will be able to focus on the high school grades. The school does have relationships with Teach for America (has hired several) and has agreed to participate in TAP. The school also has relationships with Ivy Tech, IU, and Purdue.</p>

Capacity Task	Yes	No	District Evidence
<p>14. The district has a robust process in place to select the principal and staff.</p> <p><i>Turnaround, Transformation Models</i></p> <ul style="list-style-type: none"> • <i>Principal and staff hiring practices</i> • <i>Principal and staff transfer policies/procedures</i> • <i>principal and staff recruitment, placement and retention procedures</i> 	X		<p>--School posts position. Applicants are sent 9 page questionnaire (see attached sample). Board reviews applicant responses and looks for what is said as well as how it is said (can the applicants write?). The top 10 candidates receive initial interviews with interview committee consisting of external school experts, board members and staff, then narrowed down to top 3. Full board interviews the finalists as well as interested staff and parents. Full board makes the final decision.</p> <p>--School staff has embraced TAP program unanimously and will use training to develop retention and promotion as well as job-embedded professional development</p> <p>--School has contracts in place to reward principal and teachers based on student performance in growth and performance</p>
<p>15. The timeline is detailed and realistic, demonstrating the district's ability to fully implement the intervention during the 2011-2012 school year.</p> <p><i>All models</i></p> <ul style="list-style-type: none"> • <i>Monthly focus with identified objectives</i> • <i>Smart Goals</i> • <i>Measurable Outcomes (consisting of transformative, formative, and summative data)</i> • <i>Streamline and scaffolded focus aligned to key findings and root causes in SIG</i> 	X		<p>Attached school calendar includes dates for PD, data meetings, extra tutoring, summer school and Saturday school, monthly monitoring of implementation of programs by EdPower.</p>

application			
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Capacity Task	Yes	No	District Evidence
<p>16. District staff has high levels of expertise and successful experience in researching, and implementing the selected intervention model.</p> <p><i>Turnaround, Transformation, Restart Models</i></p> <ul style="list-style-type: none"> <i>Professional Development sign in sheets aligned to SIG funded PD</i> <i>Support framework of district staff aligned to areas of need as identified in the SIG application (Staff member, area of expertise, support provided to the school, frequency)</i> 	X		<p>See attached resumes and results as well as comments from external reviewers from the IDOE.</p> <p>School will contract with EdPower, noted performer and developer of Charles A Tindley School and approved state school “turnaround” management company to monitor and review interventions and effectiveness. School will follow TAP program protocol, intense weekly data and teacher meetings and develop job-embedded professional development plan, assign master teachers and mentor teachers.</p>

<p>17. The school community has been purposefully engaged multiple times to inform them of progress and seek their input.</p> <p><i>All models</i></p> <ul style="list-style-type: none"> • <i>Town Hall Meetings</i> • <i>Town Hall Meeting Postings (news paper, district website, parent newsletters, public flyers)</i> • <i>Town Hall sign in sheets</i> • <i>Community Partner Assurances</i> • <i>Documentation of mailings</i> 			<p>The school has multiple relationships and a full time community relations outreach director.</p>
Capacity Task	Yes	No	District Evidence
<p>18. The district demonstrates the ability to align federal, state, and local funding sources with grant activities.</p> <p><i>All models</i></p> <ul style="list-style-type: none"> • <i>Title I</i> • <i>Title II</i> • <i>Title III</i> • <i>IDEA</i> • <i>E-Rate</i> • <i>TAP</i> 	X		<p>Attached assurances and approved applications for Title I, Title II, E-Rate, TAP.</p> <p>Current Title I plan provides aides to all K-8 teachers</p> <p>Current Title II plan provides rewards for teachers using student data growth and performance</p> <p>Current E-Rate plan supports a 1-1 student/computer ratio</p> <p>School staff has unanimously endorsed TAP</p>

<p>19. The district demonstrates the ability and commitment to increased instructional time.</p> <p><i>Turnaround, Transformation Models</i></p> <ul style="list-style-type: none"> • <i>Increased instructional time is structured and embedded into the schools' daily schedule and or school calendar</i> • <i>Increased learning time for students is tiered and supported by licensed and/or highly qualified educators</i> • <i>A needs assessment has been completed to identify areas where extended time can be most effectively used</i> • <i>Increased learning time is structured as a vehicle to support differentiated learning (ex:...)</i> <ul style="list-style-type: none"> ○ <i>An additional block of time embedded into the school day</i> ○ <i>Summer enrichment/remediation</i> ○ <i>Saturday intervention</i> ○ <i>Before or after school enrichment/remediation</i> ○ <i>School vacation weeks</i> • <i>Compensation for extended day is identified by the LEA</i> 	<p>X</p>	<p>Summer Advantage contract/proposal, extended tutoring time (3 hours a week), and Saturday school added and all are budgeted for. Totals more than 410 hours of additional educational learning time (see school calendar). Needs assessments are scheduled in the attached school calendar and will be on-going throughout the year. We have budgeted for the additional tutoring time in the SIG grant.</p>
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D. LEA Commitments (Actions) for All School Intervention/Improvement Models

➤ Instructions:

- 1) All districts, regardless of the school improvement model that will be implemented, are to complete the table below.
- 2) There are five required LEA commitments or actions that districts have already taken or *plan to take in school year 2012-13*.
- 3) In the second column, provide a short description of how the commitment was completed or the district's plan to complete it.
- 4) For how the descriptions of commitments will be scored, see the scoring rubric in Attachment B.

Indicators of LEA Commitment	Description of how this commitment was or will be completed
I. Design and implement school intervention model consistent with federal application requirements. <i>The IDOE will assess the LEA's commitment to design and implement an appropriate intervention model and school improvement activities by requiring the LEA to document a process that may include, but will not be limited to:</i>	--All staff reviewed and completed assessment of highly effective schools survey as well as the student needs assessment in April 2012. --Staff met with CELL/TAP leaders in April 2012 --Staff followed up TAP meeting with meeting a TAP leader from a Hammond school on April 23, 2012 --Staff voted unanimously on April 23 to support TAP --School board met April 19 and voted in support of SIG plan and TAP program --School has consistently demonstrated improvement over the past 5 years --School has already lined up Core Knowledge training (May 2012 and July 2012) as well as received quotes for materials and additional training --School has already received quotes from E2020 for curriculum --School has received proposed contract with College Summit --School has received proposed contract from Summer Advantage --School has already conducted search for new HQ elementary principal --School has already signed agreement with PLTW --School's Erate plan provides for 1-1 student/computer ratio --School has proposed contract from EdPower for external oversight --TAP training will start summer of 2012 --School has created a proposed PD and school calendar with all elements of the SIG grant addressed in it --School's community outreach director leads a continuous effort to engage the
(a) Assessing the completed SIG School Needs Assessment to identify the greatest needs;	
(b) Assessing the LEA and school's capacity (staff, resources, etc.) to implement specific interventions and school improvement activities;	
(c) Assessing the alignment of the LEA and school improvement processes for supporting the designed interventions;	

<p>(d) Assessing other resources that will support the design and implementation efforts of selected interventions;</p> <p>(e) Assessing the engagement of stakeholders (staff, parents, community, etc.) to provide input into the design and implementation process;</p> <p>(f) Assessing the scheduling of regular (at least biweekly) data meetings to identify school/ teacher/ student weaknesses and to adjust plans for supports to address those weaknesses;</p> <p>(g) Assessing the communication with selected provider(s) to plan Professional Development and support based on assessed needs (at least biweekly),</p> <p>(h) Maintaining accurate documentation of meetings and communications,</p> <p>(i) Following and/or revising schedules, goals, and timeline as needed, and</p> <p>(j) Submitting all data/forms to the IDOE and/or USDE in accordance to timeline.</p>	<p>community and parents in the school. The list is extensive and includes the John Will Anderson Boys and Girls Club, the Gary Youth Services Bureau, Solid Youth Program, Edgewater Mental Health Center, ASSB International, Youth Build Gary, the YMCA, the Urban League, College Summit, Trade Winds Rehabilitation Center, Ivy Tech, and the Gary Area Career Center.</p> <p>--TAP will lead to master and mentor teachers meeting with teachers weekly to review student data and methods to improve lesson delivery in the classroom and student mastery of skills.</p> <p>--EdPower will monitor the effectiveness of outside service providers working with the staff and report directly to the board of directors</p> <p>--School leaders will submit data on a timely basis as needed and required by the DOE and or USDE</p> <p>--The school maintains a relationship with a management company to assist in the accurate documentation of meetings and communications</p> <p>--Both principals understand the need to be flexible and to revise schedules as needed</p>
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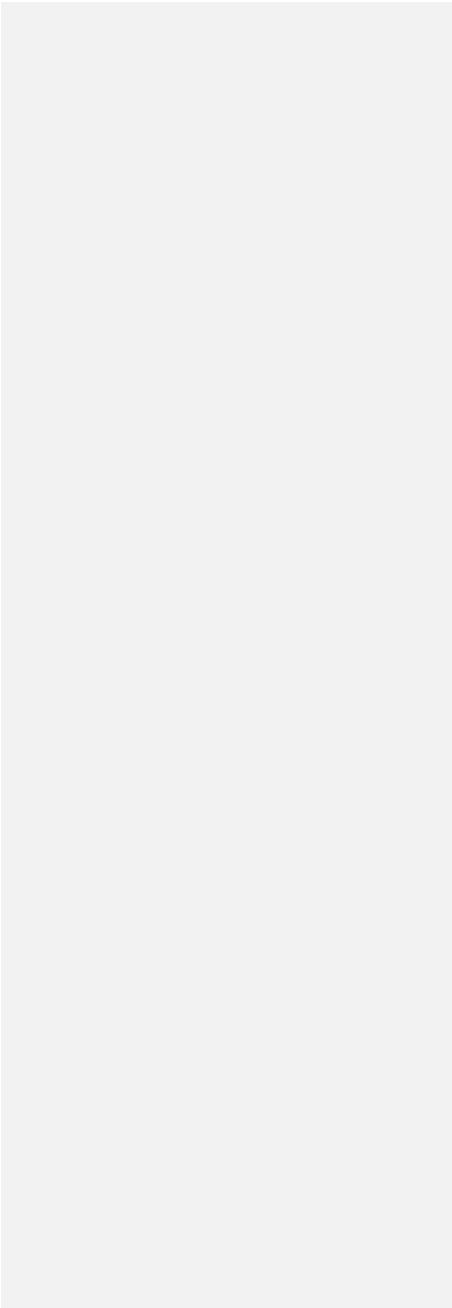
Indicators of LEA Commitment	Description of how this commitment was or will be completed
(2) The LEA has or will recruit, screen, selects and support appropriate external providers.	The school has already contacted Core Knowledge Foundation and signed up for the “leadership training” workshop in May and will attend the July “meaningful instruction” workshop. The school leadership and several teachers also attended

<p><i>The IDOE will assess the LEA's commitment to recruit, screen, and select external providers by requiring the LEA to document a process for assessing external provider quality which may include, but will not be limited to:</i></p> <p>(a) Identifying external providers based on each school's SIG needs;</p> <p>(b) Interviewing and analyzing external providers to determine evidence-based effectiveness, experience, expertise, and documentation to assure quality and efficiency of each external provider based on each schools identified SIG needs;</p> <p>(c) Selecting an external provider based upon the provider's commitment of timely and effective implementation and the ability to meet school needs;</p> <p>(d) Aligning the selection with existing efficiency and capacity of LEA and school resources, specifically time and personnel;</p> <p>(e) Assessing the regular (at least biweekly) communication with the selected service provider(s) to ensure that supports are taking place and are adjusted according to the school's identified needs,</p> <p>(f) Assessing the utilization of multiple sources of data to evaluate the effectiveness of the supports provided (at least biweekly) and reporting the results to the IDOE.</p> <p>(g) Assessing the monitoring of records for quality and frequency of supports provided</p>	<p>the Core Knowledge National Conference last Fall in Orlando. A quote for textbooks and supplies and professional development has already been received, too (see attached). Core Knowledge is research-based and proven to help students achieve (see attached research).</p> <p>The school already has a relationship with College Summit (attached proposed contract) and through this SIG grant, we seek to continue the relationship in 2012-13 and beyond. This relationship assists the school in meeting its graduation goal. College Summit has proven successful among low-income students (see attached research).</p> <p>We have attached a proposal from Summer Advantage to provide a 5-week summer educational program complete with an academic AND enrichment component. Provided the school gets funded through this grant, Summer Advantage will provide the services. This assists the students in reducing lost knowledge that occurs over the summer. Summer Advantage is also research-based and has proven to close the achievement gap that exists between low-income students and middle and upper income students (see attached research).</p> <p>The school leadership and entire staff have participated in meetings with CELL and the IDOE regarding TAP and the upcoming TIF grant application from the state to the federal government. Attached is an overview of the TAP program and the entire staff at 21st Century Charter School has voted to participate in the TAP program and TIF grant. This SIG grant includes funds to support TAP at 21st Century Charter School @ Gary just in case the TIF grant is not funded. If the TIF grant is funded, we will amend out proposed budget to allow funds to support of needs at the school. TAP has proven to change the culture of numerous schools across the country and more specifically, schools that serve low-income students.</p> <p>The school leadership has already been in contact with Education2020, a nationally-respected on-line education service provider of curricula, and has a quote (see attached) to support the implementation of E2020 at the school. The school is currently testing the program in its high school English classes. E2020 is also research-based and has a proven track record of improving performance of low-income students (see attached research).</p>
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<p>by the selected service provider(s),</p> <p>(h) Assessing the in-school presence (at least one day a week) to monitor the interactions of the school administration, faculty, and staff with the selected service provider(s) to ensure the full implementation of supports; and</p> <p>(i) Assessing the recording and reporting of progress to school, LEA, IDOE, and USDE. Intervention and school improvement activity providers will be held to the same criteria as external providers.</p>	<p>The school started a rollout of Project Lead the Way (STEM) during the 2011-12 school year with one teacher receiving training at IUPUKokomo. We seek to continue to grow the program over the next four years adding a grade a year to the program. The school started with the middle school grades and will now grow into 9th grade and then each grade the following year. PLTW is also research-based and has proven to improve student performance especially non-traditional low income students (see related research attached).</p> <p>To oversee the implementation of PLTW, the school has a relationship with IUPUI Woodrow Wilson Fellows and PLTW which is now headquartered in Indianapolis. 21st Century Charter School at Gary is among the first charter schools in Indiana to start PLTW programs.</p> <p>The school has an existing relationship with Teach For America's Chicago node (the NW section of Indiana schools is serviced by the Chicago-node of TFA). We will continue to use this relationship to draw in top quality teachers to the school.</p> <p>The school has proposed a relationship with EdPower, creators of the successful Charles A. Tindley Accelerated Charter School, to monitor and assess the interactions of the school administration, faculty and staff with the above selected services providers to ensure full implementation of supports and to report directly to the board.</p>
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Indicators of LEA Commitment	Description of how this commitment was or will be completed
3. Align other resources with the school improvement model. (For examples of resources and how they might align, see Attachment C).	
<p><i>The IDOE will assess the LEA's commitment to align other resources with the interventions by requiring the LEA to document a process which may include, but will not be limited to:</i></p> <ul style="list-style-type: none"> (a) Identifying resources currently being utilized in an academic support capacity; (b) Identifying additional and/or potential resources that may be utilized in an academic support capacity; (c) Assessing the alignment of other federal, state, and local resources based on evidence-based effectiveness and impact with the design of interventions; (d) Assessing the alignment of other federal, state, and local resources with the goals and timeline of the grant (e.g., fiscal, personnel, time allotments/scheduling, curriculum, instruction, technology resources/equipment); (e) Conducting regularly scheduled reviews of the resource alignment to ensure all areas are operating fully and effectively to meet the intended outcomes or making adjustments as necessary; (f) Redirecting resources that are not being 	<p>The school's current Title I and Title II grants are completely aligned with this SIG grant. Also, the Erate plan and program at the school supports the goal of on-line instruction (AP courses, remediation), and the school has a history of providing summer school services.</p> <p>The school has a "high ability" grant from the IDOE as well as an "early literacy" grant from the IDOE.</p> <p>The school will contract with EdPower to monitor the school's progress each month with on-site visits. The principals will review teacher progress, master teachers weekly, visit classrooms daily, and report to the board monthly.</p> <p>The principals will review the implementation of SIG programs daily and weekly and provide regular updates to the Superintendent and the school board.</p> <p>The external providers will also provide reports on their efforts</p> <p>Teachers will provide principals weekly logs regarding their tutoring, their implementation of curriculum (CK, E2020, and PLTW)</p>

<p>used to support the school improvement process; and</p> <p>(g) Assessing the presence (minimum of one day per week the first year) in the school to monitor the implementation of the interventions by school administration, faculty, and staff as well as interactions with the selected service provider(s) to ensure the full implementation of supports.</p>	
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Indicators of LEA Commitment	Description of how this action was or will be completed
4. Modify LEA practices and policies to enable the school to implement the intervention model fully and effectively.	
<p>The IDOE will assess the LEA's commitment to modify its practices or policies, if necessary, to enable it to implement the interventions fully and effectively by requiring the LEA to document a process which may include, but will not be limited to:</p> <p>(a) Identifying IDOE and/or LEA challenges that may slow or halt the school improvement implementation process;</p> <p>(b) Assessing, designing, and implementing a policy modification protocol that includes input that may include state and local education agency administrators, board members, and personnel; and</p> <p>(c) Developing an ongoing process to assess areas that may be considered for policy and process modification that include, but will not be limited to:</p> <p>(i) school administrator and staff hiring practices;</p> <p>(ii) school administrator and staff transfer procedures;</p> <p>(iii) school administrator and staff dismissal procedures;</p> <p>(iv) school administrator and staff evaluation</p>	<p>As a charter school with a completely supportive board of directors, 21st Century Charter School @ Gary has the flexibility to fully implement this proposed plan. Indeed, the school has already started to lay the ground work for this work and recognizes the need for these improvements as evidenced by the hiring of a highly qualified Blue Ribbon elementary principal, attending Core Knowledge conferences and signing up for the upcoming leadership workshops and meaningful instruction workshops. The school has already received proposals from College Summit, Summer Advantage, EdPower, PLTW, and E2020 to support this grant application.</p> <p>The school has demonstrated the capacity of releasing ineffective staff while at the same time retaining effective staff. The current principal has been with the school for 5 years. Since 2008, the school has dismissed ineffective teachers regularly. In some cases, more than 40% of the teachers have been released for ineffectiveness. Most recently, 20% were removed.</p> <p>With EdPower's assistance, we will review and further develop our hiring and dismissal practices. As a charter school, we are an at-will employer and are not subject to union rules and negotiations. This gives the school flexibility to implement needed changes quickly.</p> <p>The TAP program will provide great training in staff evaluation and the school has voted to include and support TAP in the 2012-13 and beyond school years.</p> <p>The school's approved Title II plan is completely merit-based and fully rewards teachers based on performance.</p> <p>The principal is leading the effort for Saturday school and a summer school program to attract students to these programs.</p> <p>Principal is leading effort for teachers to provide additional hour of tutoring three</p>

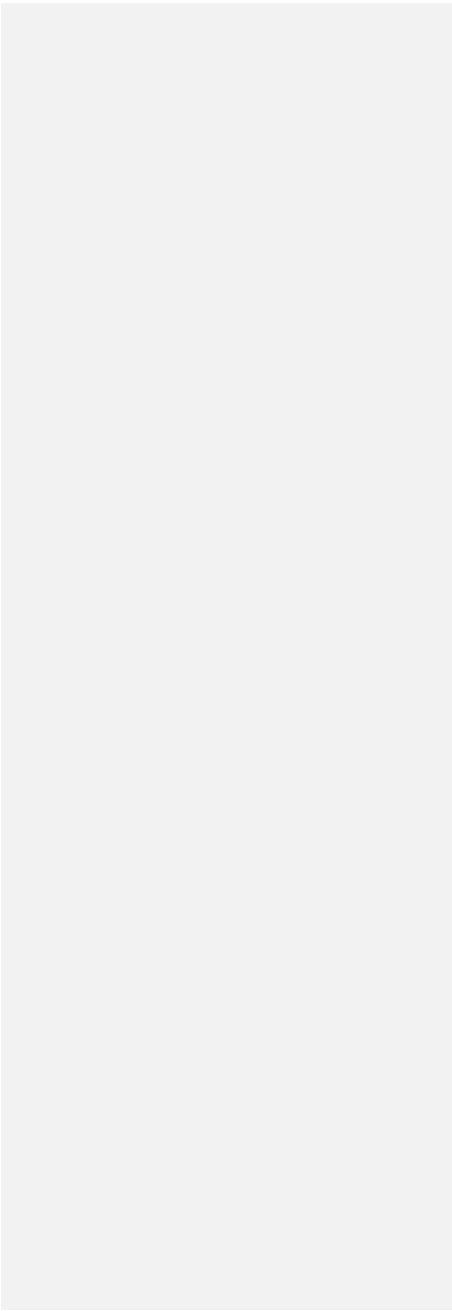
<p>procedures [predominately based (at least 51%) on school and student performance data]</p> <p>(v) school administrator and staff rewards for increased student achievement and/or graduation rate;</p> <p>(vi) school administrator and staff recruitment, placement and retention procedures ; and</p> <p>(vii) altering the traditional school day and/or calendar to include additional instructional and planning time.</p>	<p>days a week throughout the school year</p> <p>TAP program will provide guidance for hiring, promotions, retention and removal procedures</p> <p>School has already adopted a teacher and principal performance reward plan that is weighted more than 51% on student growth/performance data.</p> <p>School has already planned to alter the traditional school day and calendar by adding an additional hour of tutoring three days per week, a 4-hour Saturday school and a structured 5-week summer school—more than 410 additional hours of educational time in one school year.</p>
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Indicators of LEA Commitment	Description of how this action was or will be completed
5. <i>Sustain the model after the funding period ends.</i>	

<p>The IDOE will assess the LEA's commitment to sustain the reforms after the funding period ends by requiring the LEA to document a process that may include, but will not be limited to:</p> <ul style="list-style-type: none"> (a) Developing school improvement planning processes that support sustainability of education reform protocol; (b) Developing processes to assure effective training of school leadership staff to ensure the understanding and efficient implementation of interventions into operating flexibility of the school; (c) Developing processes to assure effective training of school staff to ensure the understanding and efficient implementation of interventions into the classroom curriculum and activities; (d) Identifying alternative funding sources to sustain operational protocol that may require financial support; (e) Identifying meaningful professional development for school leadership and staff that support short-term and long-term initiatives of educational improvement; (f) Demonstrating a commitment to the continuous development of teacher knowledge and skills to incorporate changes into their instruction as evidenced by an extensive action plan; 	<p>The school currently has 400 students enrolled and plans to grow by 300 students over the next few years. Growth in enrollment and resulting revenues will allow the school to begin to sustain the programs described in the SIG proposal. The school already plans to use Title II funds for recruitment and merit-based pay, and Title I funds for teacher assistants as well as professional development in data-driven education needs. The school has provided its own summer school in recent years and is accustomed to budgeting and paying for at least 50% of the summer school expenses with the state picking up the other 50%. Over time, the school will grow its budget to afford the Summer Advantage program and anticipates the state picking up 50% of this cost, too.</p> <p>TAP will assist the school in establishing a culture of excellence and assist in not only retaining high quality teachers but to attract new HQ teachers. Over time, the school will use Title II funds to support the merit/bonus pay included in TAP.</p> <p>The master/mentor teachers will assist in sustaining the needs for data driven decisions regarding instruction;</p> <p>Once this program is implemented, all staff will understand the high level of expectations of performance and this will carry over from year to year;</p> <p>New leadership for elementary school will bring in the high level of performance expected and make "Blue Ribbon" the goal</p> <p>TAP will provide the school the ability to sustain a professional growth model for teachers and help to continuously develop their skills and help them adapt to the changes needed to meet student needs.</p> <p>TAP will be central to developing the evaluation system for all teachers, both long term and short term</p> <p>TAP will provide job-embedded professional development and will be</p>
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<p>(g) Developing an evaluation system that measures short-term and long-term, multi-level implementation of interventions, as well as the measurement of effectiveness of supporting initiatives and policy;</p> <p>(h) Development of a process to embed interventions and school improvement activities in an extensive strategic long-term plan to sustain gains in student achievement;</p> <p>(i) Developing an evaluation system to monitor strategic checkpoints and end of the year results and outcomes to inform and assist practitioners with problem-solving and decision-making that supports short-term and long-term educational fidelity;</p> <p>(j) Developing a process to sustain alignment of resources with the school's mission, goals, and needs;</p> <p>(k) Planning a growth model for both the fiscal and human capital within the LEA for implementation and sustainability of interventions and school improvement activities;</p> <p>(l) Establishing and implementing accountability processes that provide effective oversight of the interventions, school improvement activities, financial management, and operations of the school.</p>	<p>supplemented with regular consultations from Core Knowledge consultants, E2020 consultants, and PLTW supports.</p> <p>The two principals are committed to working together to develop an evaluation system with strategic checkpoints during the school year and have already developed a school calendar complete with various checkpoints as well as embedded time for professional development.</p> <p>The school has agreed to contract with EdPower, the developers of the Charles A. Tindley Accelerated School, to monitor implementation of the entire grant and to make regular visits to the school (monthly) throughout the entirety of the three year grant. EdPower will report directly to the board of directors.</p>
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4. Implementation of Specific Intervention Models: Turnaround, Transformational, Restart, Closure

➤ **Instructions:**

- 1) Scroll down to the intervention model that the school will be using. Complete the information for that model *only*.
- 2) Using the tables provided, develop a timeline for each element of the selected model listed in the first column. In the second column include the steps or tasks the district will complete to fulfill the requirements of the element. Also, list the lead person and when the task will occur (names of months are sufficient).
- 3) **Complete the table for only the model that the school will implement.**
- 4) If the improvement model will not be implemented, check “We will not implement this model.”
- 5) For how the descriptions will be scored, see the Intervention Models scoring rubric (Attachment E).

Turnaround Model

(Guidance Document, Section B, pages 26-31)

☐ We will implement this model. ☒ We will not implement this model - move to next model.

If implementing the turnaround model, complete the table below.

Elements	Tasks/Steps	Lead Person/ Position	Time Period (month)
I. <i>Replace the principal and grant principal operational flexibility.</i>			

Elements	Tasks/Steps	Lead Person/ Position	Time Period
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			(month)
2. <i>Measure the effectiveness of current staff; screen existing staff and rehire no more than 50 percent; select new staff.</i>			

3. <i>Implement strategies to recruit, place and retain staff (financial incentives, promotion, career growth, and flexible work conditions).</i>			
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Elements	Tasks/Steps	Lead Person/ Position	Time Period (month)
4. <i>Provide high quality, job-embedded professional development.</i>			

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5. <i>Adopt a new governance structure (i.e., turnaround office, turnaround leader).</i>			
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6. <i>Use data to implement an aligned instructional program.</i>			
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Elements	Tasks/Steps	Lead Person/ Position	Time Period (month)
7. <i>Promote the use of data to inform and differentiated instruction.</i>			

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8. <i>Provide increased learning time for students and staff.</i>			
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9. <i>Provide social-emotional and community-oriented services/supports.</i>			
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➤ If implementing the turnaround model, explain how the recruitment and selection of a new principal will take place.

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Pre-Implementation

Describe proposed activities to be carried out during the pre-implementation period, including a proposed budget.

Action:

Timeline:

Budget:

Check Your Work - Additional Requirements for All Models

Requirement	Yes	No
1. All the elements of the selected intervention model are included.		
2. The descriptions of how <i>all</i> of the elements will be or have been implemented are specific, logical and comprehensive.		
3. The timeline demonstrates that <i>all</i> of the model's elements will be implemented during the 2012-2013 school year.		



Transformation Model

(Guidance Document, Section E, pages 36-42)

☒ We will implement this model. ☐ We will not implement this model – move to next model.

If implementing the transformation model, complete the table below.

Elements	Tasks	Lead Person/ Position	Time Period (month)
1. <i>Replace the principal who led the school prior to implementing the model.</i>	The school board will hire a new principal for elementary grades to begin full time July 1, 2012, and the “Blue Ribbon” principal that has been chosen will participate in Core Knowledge training in May and July and lead staff in planning and implementation in August and TAP training through the 2012-13 planning year for TAP. Current Principal Angela West, with proven track record of school improvement, will be assigned to focus on upper grades 6-12 entirely as of July 1, 2012, will also participate in TAP training throughout 2012-13 school year, determine strategic staff replacements for high school grades, and review necessary budget changes and strategies to implement AP courses, remediation support services and academic programs that support improved performance on ECA tests-Alg I, Eng I0, and Biology.	Alyce Butler, board chair, Kevin Teasley, Superintendent	April –July 2012
2. <i>Use evaluation systems for teachers and principals that consider student growth and assessments; develop with teacher/principal involvement.</i>	The school leaders will meet to establish TAP goals, measurements of effectiveness of teachers, student progress goals, and to establish expected involvement of teachers and principals with all students. Team will establish reasonable student growth goals, and communicate evaluation system to all school staff. Student performance data will be used to establish the baseline and form the reasonable goals as well as to establish the professional development needs of staff. --Current evaluation system uses student growth and	Angela West (High school principal), Chris Evans (elementary principal), and Kevin Teasley (Superintendent), Master teacher, mentor teachers	July-August 2012 Continuous

	<p>performance as metric for rewards</p> <p>--The school will use NWEA, Acuity, Dibles, ISTEP and ECA results as well as reports from SAT, ACT, PSAT to develop strategies to improve student performance. E2020, an online educational curriculum, provides immediate feedback to teachers on student performance and problem areas. Master teachers along with Mentor teachers and the respective principals for the lower and upper grades will work together to develop success plans for students and teachers.</p>		
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<p>3. <i>Reward school leaders, teachers, staff who, in implementing this model, increased student achievement or high school graduation rates; remove those who, after professional development, have not.</i></p>	<p>The entire school met on April 19 to review and endorse the System for Teacher and Student Advancement (TAP) program and committed to the Department of Education to participate in their upcoming TIF grant application related to TAP. The TAP grant, if awarded, is a 5 year grant with the first year being a planning year and the following 4 years being implementation years. The TAP program will help the school develop multiple professional levels for teachers—career level, mentor teachers, and master teachers. The TAP program will assist the school leaders to develop appropriate evaluation tools and rubrics to measure quality of instruction, skills, and knowledge, and the learning environment. TAP will provide the school resources and tools to provide bonuses for all licensed teachers and principals based on performance of student gains, and school achievement goals.</p> <p>--Current principal contract includes rewards for performance/student achievement, graduation rates,</p> <p>--current Title II approved grant is based on merit-pay and school performance guided by student achievement</p>	<p>School Principals Angela West and Chris Evans</p>	<p>April 2012 through June 30, 2013 and beyond</p>
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	--School leader has demonstrated ability and willingness to remove ineffective teachers over the past four years		
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Elements	Tasks	Lead Person/ Position	Time Period (month)
4. <i>Provide high quality, job-embedded professional development.</i>	--TAP training to begin in July 2012 --Review staff/student needs, plan PD accordingly --review E2020, CK, PLTW needs, plan PD accordingly --plan 2012-13 PD calendar based on needs of staff and students and SIG goals	Angela West	July 2012-June 2013 Ongoing
5. <i>Implement strategies to recruit, place, retain staff (financial incentives, promotion, career growth, flexible work time).</i>	--TAP training to begin in July 2012 --Review existing staff and program needs for 2012-13 --Align needs with TAP --Align budget with TAP --Review 21 st Century's pay scale compared to surrounding districts --already has existing relationships with Teach For America's Chicago node, as well as Woodrow Wilson Teaching Fellows and area universities	Angela West	May 2012-June 2013 Ongoing
6. <i>Provide increased learning time for students and staff.</i>	--Adopt Summer Advantage contract May 15, 2012, begin Summer Advantage in June 2012 --Adopt Saturday school plan --adopt additional tutoring hours 3 days/week entire school year --adopt PD time for staff --provide for additional compensation in budget	Angela West	May 2012

	--add to staff contract		
7. <i>Use data to implement an aligned instructional program.</i>	--ISTEP, ECA scores will be used to guide instruction for the future --NWEA, Acuity Diagnostic, Dibels, and E2020 will provide regular assessments at the various grade levels weekly and even daily (see calendar) --Begin training on E2020, Core Knowledge, and PLTW All three of the above curricula are aligned with state's Common Core Standards --Plan quarterly on-site visits from Core Knowledge consultants to review the use of curriculum, alignment to standards, lesson plans and student progress	Angela West, master teacher	Continuous through 2012-13 school year

Elements	Tasks	Lead Person/ Position	Time Period (month)
8. <i>Promote the use of data to inform and differentiate instruction.</i>	--Start with TAP training in Summer of 2012 --Hire/Identify master/mentor teachers --Master/Mentor teachers meet to review data with teachers --Schedule data meetings as part of regular day/week schedule/expectations	Principal and master teachers	Continuous Sample Calendar attached
9. <i>Provide mechanisms for family and community engagement.</i>	--School has community liaison to develop and maintain these relationships --Teachers have student/family emails and phone contacts --School hosts annual "Block Party" for families --School hosts PTO regularly --School has quarterly parent/teacher conferences --school hosts regular celebrations with families --school has existing relationships with John Will Anderson Boys and Girls Club, Gary Youth Services, Solid Life Youth Program, Edgewater Mental Health Center, SAAB International, Youth Build Gary, College Summit, Trade Winds Rehabilitation Center, Ivy Tech, and Gary Area Career Center	Rodney Williams	May 2012, Continuous
10. <i>Give the school sufficient operational flexibility (staffing, calendars/time, budgeting).</i>	--School board has approved this SIG proposal and as charter school, it has significant flexibility to implement the proposal including making staffing decisions, budgeting and calendar decisions --Principal, Superintendent and Board chair have signed letters of support for this grant	Angela West (principal), Kevin Teasley (Superintendent)	May 2012 and continuous

11. LEA and, SEA supports school with ongoing, intensive technical assistance and support.	--Contracts with Core Knowledge Foundation for PD --Contracts with E2020 for PD --Contracts with PLTW for PD --Contracts with EdPower for on-going monitoring --Contracts with teachers --Contracts with Summer Advantage --	May 2012 Kevin Teasley (Superintendent) Angela West (Principal)	May 2012
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➤ If implementing the transformation model, explain how the recruitment and selection of a new principal will take place.

The board of directors agreed early in 2011-12 school year that the school needed a principal specifically assigned to the elementary grades and a principal specifically focused on the upper grades. As such, the school board launched a statewide search for a qualified principal. The search was posted on various websites (local and national) as well as the DOE website. Resumes were collected and all were invited to submit answers to an 8 page questionnaire. The school was looking for content as well as ability of the applicant to write. Once applications were received, a search committee consisting of a former superintendent, a current principal and non-profit management staff and the board chair and two others from the board, met with the prospective candidates. The prospective candidates then had a formal interview. The field of prospective candidates was narrowed to three and then the full board had a chance to interview the finalists. The finalists then met with the existing principal and board in informal settings to further investigate their abilities and fit with the school's goals and culture. Background checks were conducted at the same time. The finalist, Chris Evans, a "blue ribbon" experienced principal was hired as a result of this process.

Pre-Implementation

Describe proposed activities to be carried out during the pre-implementation period, including a proposed budget.

Action: The school has already taken a great many steps to prepare to implement this SIG proposal including hiring an elementary principal, planning Core Knowledge training and purchase of materials, reviewed E2020 curriculum and is currently piloting the program with its High School students, meeting with Woodrow Wilson Teaching Fellows director at IUPUI to place a new PLTW teacher, met with Summer Advantage's Earl Phelan and EdPower's Marcus Robinson to discuss their respective services, met with CELL and DOE regarding TAP and participating in TIF grant with the state, and planned a school year calendar to implement these programs. We have already restructured our staff contracts for 2012-13, our school calendar, and have already structured Title I and Title II plans, as well as "high ability" grant and "early literacy" grant and Erate supports to align with this proposal.

Timeline: April 1 2012 through May 2012

Budget: Already absorbed in the process of putting the proposal together.

Requirement	Yes	No
1. All the elements of the selected intervention model are included.	X	
2. The descriptions of how all of the elements will be or have been implemented are specific, logical and comprehensive.	X	
3. The timeline demonstrates that all of the model's elements will be implemented during the 2012-2013 school year.	X	

Restart Model

(Guidance Document, Section C, pages 31-34)

☐ We will implement this model. ☒ We will not implement this model – move to next model.

If implementing the restart model, complete the table below.

Elements	Tasks	Lead Person/ Position	Time Period (month)
1. <i>Convert a school or close and reopen it under a charter school operator, a charter management organization or an educational management organization.</i>			
2. <i>Must enroll within the grades it serves, any former student who wishes to attend.</i>			

Pre-Implementation

Describe proposed activities to be carried out during the pre-implementation period, including a proposed budget.

Action:

Timeline:

Budget:

Che

Requirement	Yes	No
1. <i>All</i> the elements of the selected intervention model are included.		
2. The descriptions of how <i>all</i> of the elements will be or have been implemented are specific, logical and comprehensive.		
3. The timeline demonstrates that <i>all</i> of the model's elements will be implemented during the 2012-2013 school year.		

School Closure

(Guidance Document, Section D, pages 34-35)

☐ We will implement this model.

☒ We will not implement this model – do not complete.

If implementing the school closure model, complete the table below.

Elements	Tasks	Lead Person/ Position	Time Period (month)
1. Close the school.			
2. Must enroll the students in other schools in the LEA that are higher achieving.			

Pre-Implementation

Describe proposed activities to be carried out during the pre-implementation period, including a proposed budget.

Action:

Timeline:

Budget:

Ch

Requirement	Yes	No
1. <i>All</i> the elements of the selected intervention model are included.	X	
2. The descriptions of how <i>all</i> of the elements will be or have been implemented are specific, logical and comprehensive.	X	
3. The timeline demonstrates that <i>all</i> of the model's elements will be implemented during the 2012-2013 school year.	X	

5. Annual Goals for Tier I and Tier II Schools for Accountability

Instructions:

- 1) Review the results of the two worksheets “Analysis of Student and School Data” and “Self-Assessment of High-poverty, High-performing School,” the findings, and the root cause analysis.
- 2) Based on the baseline student data for ISTEP+ and/or end-of-course assessments, develop:
 - One English/language arts goal for “all students.”
 - One mathematics goal for “all students.”
 - For examples of goals, see guidance document, H-25, p. 41.
- 3) Schools serving students in grade 12 must also include a goal related to graduation.
- 4) Include goals for the three-year duration of the grant.

Note: Goals must be measureable and aggressive, yet attainable.

SY 2011-2012 Baseline Data (most recent available data that corresponds to the proposed goals)	Annual Goals		
	SY 2012-2013	SY 2013-2014	SY 2014-2015
<i>Example:</i> 50% of all students are proficient on ISTEP+ mathematics	75% of all students are proficient on ISTEP+ mathematics	85% of all students are proficient on ISTEP+ mathematics	95% of all students are proficient on ISTEP+ mathematics
41.4% of HS students are proficient on ECA Eng I0 74.5% of students are proficient on ISTEP E/LA	60% of all high school sophomores will be proficient on ECA Eng I0; 78% of students will be proficient on ISTEP E/LA	70% of all high school sophomores will be proficient on ECA Eng I0; 82% of students will be proficient on ISTEP E/LA	80% of all high school sophomores will be proficient on ECA Eng I0; 86% of students will be proficient on ISTEP E/LA
61.5% of HS students are proficient on Alg I ECA; 80.1% are proficient on ISTEP Math	70% of HS students are proficient on Alg I ECA; 85% are proficient on ISTEP Math	80% of HS students are proficient on Alg I ECA; 88% are proficient on ISTEP Math	90% of HS students are proficient on Alg I ECA; 91% are proficient on ISTEP Math
100% of High school students graduated	100% of High school students graduate	100% of High school students graduate	100% of High school students graduate

II: Budget

Instructions:

- 1) Complete the budget pages provided in the attached Excel file for the three years (see copies in Attachment B). Electronically select each “tab” for years 2011-2012, 2012-2013, 2013-2014.
- 2) Indicate the amount of school improvement funds the school will use for each year of the grant period to implement the selected model in the school it commits to serve.

3) The total amount of funding per year must total *no less than \$50,000* and *no greater than \$2,000,000* per year.

Note: The LEA’s budget must cover the period of availability, including any extension wanted through a waiver, and be of sufficient size and scope to implement the selected school improvement model in the school(s) the LEA commits to serve. It would be permissible to include LEA-level activities designed to support implementation of the selected school improvement model in the LEA’s school.

- 4) Describe how the LEA will align federal, state, and local funding sources with grant activities. (see Attachment D for suggestions)

The school has already aligned its Title I and Title II grants with this proposal. Title I provides for additional aides in the classroom for grades K-8 and Title II provides for merit-based pay. The school’s Erate plan has provided for a 1-1 student/computer ratio. The school does have a history of providing summer school and will use future summer school reimbursements from the state to support the planned Summer Advantage program. The school has received the state’s “high ability” grant and “early literacy” grant and both are aligned with the goals of this grant.

**Submit all materials in this document,
including the two worksheets in this application to IDOE**

Attachment A: LEA Budget Capacity Scoring Rubric

Capacity Task	Yes	No	IDOE Comments
1. The budget includes attention to each element of the selected intervention. <i>All models</i>			
2. The budget is sufficient and appropriate to support the full and effective implementation of the intervention for three years. <i>All models</i>			
3. Projected budgets meet the requirements of reasonable, allocable, and allowable. <i>All models</i>			
4. The budget is planned at a minimum of \$50,000 and does not exceed two million per year per school. <i>All models</i>			
5. The district has the resources to serve the number of Tier I, II, and III schools that are indicated. <i>All models</i>			

<p>6. A clear alignment exists between the goals and interventions model and the funding request (budget).</p> <p><i>All models</i></p> <ul style="list-style-type: none"> Funding requests for identified interventions are proportionately balanced and demonstrate an equitable distribution as identified in the SIG application Funding should directly impact the schools improvement processes for supporting prescriptive and intentional designed interventions Funding of programs, models, professional development, and staff should be directly linked to a School Improvement Goal identified in the SIG application Funding supports the schools current capacity to improve student achievement 			
<p>7. The LEA and school staff has the credentials and a demonstrated track record to implement the selected model.</p> <p><i>All models</i></p> <ul style="list-style-type: none"> <i>Data portfolios of incoming staff/leaders</i> <i>Highly Qualified in content of contractual agreement</i> <i>Samples of implemented school improvement plans with documented outcomes using data</i> 			

<p>8. The district has received the support of the staff to fully implement the intervention model.</p> <p><i>All models</i></p> <ul style="list-style-type: none"> • <i>Staff Assurances</i> • <i>Staff Surveys</i> • <i>Staff Needs Assessments</i> 			
<p>9. The district has received the support of parents to fully implement the intervention model.</p> <p><i>All models</i></p> <ul style="list-style-type: none"> • <i>Parent Meeting Agendas</i> • <i>Parent Surveys</i> • <i>Parent Focus Groups</i> 			
<p>10. The school board is fully committed to eliminating barriers to allow for the full implementation of the selected model.</p> <p><i>All models</i></p> <ul style="list-style-type: none"> • <i>School Board Assurances</i> • <i>School Board Meeting Minutes from proposal and or discussion</i> • <i>Support the creation of a new turnaround office (or reorganization if additional schools are being added within a district) with an appointed turnaround leader having significant and successful experience in changing schools</i> 			

<p>11. The superintendent is fully committed to eliminating barriers to allow for the full implementation of the selected model.</p> <p><i>All models</i></p> <ul style="list-style-type: none"> • <i>Superintendent Assurance</i> • <i>School Board Meeting Minutes from proposal and or discussion</i> • <i>Superintendent SIG Presentation</i> • <i>Creation of a new turnaround office (or reorganization if additional schools are being added within a district) with an appointed turnaround leader having significant and successful experience in changing schools</i> 			
<p>12. The teacher's union is fully committed to eliminating barriers to allow for the full implementation of the model, including but not limited to teacher evaluations, hiring and dismissal procedures and length of the school day.</p> <p><i>Turnaround, Transformation Models</i></p> <ul style="list-style-type: none"> • <i>Teacher Union Assurance</i> • <i>An outline of amendments to SIG Teacher contracts that will allow for full implementation of the identified model</i> 			
<p>13. The district has the ability to recruit new principals.</p>			

<p><i>Turnaround, Transformation Models</i></p> <ul style="list-style-type: none"> • <i>Partnerships with outside educational organizations (TFA, New Teachers for New Leaders) and or universities</i> • <i>Statewide and national postings</i> • <i>External networking</i> 			
<p>14. The district has a robust process in place to select the principal and staff.</p> <p><i>Turnaround, Transformation Models</i></p> <ul style="list-style-type: none"> • <i>Principal and staff hiring practices</i> • <i>Principal and staff transfer policies/procedures</i> • <i>principal and staff recruitment, placement and retention procedures</i> 			
<p>15. The timeline is detailed and realistic, demonstrating the district's ability to fully implement the intervention during the 2012-2013 school year.</p> <p><i>All models</i></p> <ul style="list-style-type: none"> • <i>Monthly focus with identified objectives</i> • <i>Smart Goals</i> • <i>Measurable Outcomes (consisting of transformative, formative, and summative data)</i> 			

<ul style="list-style-type: none"> • <i>Streamline and scaffolded focus aligned to key findings and root causes in SIG application</i> 			
<p>16. District staff has high levels of expertise and successful experience in researching, and implementing the selected intervention model.</p> <p><i>Turnaround, Transformation, Restart Models</i></p> <ul style="list-style-type: none"> • <i>Professional Development sign in sheets aligned to SIG funded PD</i> • <i>Support framework of district staff aligned to areas of need as identified in the SIG application (Staff member, area of expertise, support provided to the school, frequency)</i> 			
<p>17. The school community has been purposefully engaged multiple times to inform them of progress and seek their input.</p> <p><i>All models</i></p> <ul style="list-style-type: none"> • <i>Town Hall Meetings</i> • <i>Town Hall Meeting Postings (news paper, district website, parent newsletters, public flyers)</i> • <i>Town Hall sign in sheets</i> • <i>Community Partner Assurances</i> • <i>Documentation of mailings</i> 			

<p>18. The district demonstrates the ability to align federal, state, and local funding sources with grant activities.</p> <p><i>All models</i></p> <ul style="list-style-type: none"> • Title I • Title II • Title III • IDEA • E-Rate • TAP 			
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<p>19. The district demonstrates the ability and commitment to increased instructional time.</p> <p><i>Turnaround, Transformation Models</i></p> <ul style="list-style-type: none"> • <i>Increased instructional time is structured and embedded into the schools' daily schedule and or school calendar</i> • <i>Increased learning time for students is tiered and supported by licensed and/or highly qualified educators</i> • <i>A needs assessment has been completed to identify areas where extended time can be most effectively used</i> • <i>Increased learning time is structured as a vehicle to support differentiated learning (ex:...)</i> <ul style="list-style-type: none"> ○ <i>An additional block of time embedded into the school day</i> ○ <i>Summer enrichment/remediation</i> 			
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<ul style="list-style-type: none"> ○ <i>Saturday intervention</i> ○ <i>Before or after school enrichment/remediation</i> ○ <i>School vacation weeks</i> • <i>Compensation for extended day is identified by the LEA</i> 			
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Attachment B: LEA Commitments Scoring Rubric

(I) The LEA has analyzed the needs of each school and has selected an intervention for each one.		
Exceptional 3 points	Adequate 2 points	Inadequate 1 point
<ul style="list-style-type: none"> • <i>Full</i> completion of worksheets, “Analysis of Student and School Data” and “Self-Assessment of Practices of High-Poverty, High-Performing Schools” • <i>All</i> of the required data sources have been provided • <i>All</i> of the analysis (findings) from the data and the root cause analysis are logical • The alignment between the needs of the school and the model chosen is <i>specifically and conclusively</i> demonstrated as appropriate. 	<ul style="list-style-type: none"> • <i>Some</i> completion of worksheets, “Analysis of Student and School Data” and “Self-Assessment of Practices of High-Poverty, High-Performing Schools” • <i>Some</i> of the required data sources have been provided • <i>Some</i> of the analysis (findings) from the data and the root cause analysis is accurate • A <i>general</i> alignment between the needs of the school and the model chosen is has been demonstrated 	<ul style="list-style-type: none"> • <i>No</i> completion of worksheets, “Analysis of Student and School Data” and “Self-Assessment of Practices of High-Poverty, High-Performing Schools” • <i>Little to none</i> of the required data sources have been provided and/or the analysis (findings) is lacking or minimal • <i>Little or no</i> use of root cause analysis and/or causes are illogical and not based on data • The alignment of the school and its needs and the improvement model chosen is <i>lacking or minimal</i>.

(2) Recruit, screen, and select external providers, if applicable, to ensure their quality.		
Exceptional 3 points	Adequate 2 points	Inadequate 1 point
<p>There is exceptional evidence of a process for recruiting, screening, and selecting an external provider.</p> <p>All of the decisive factors regarding the process for recruiting, screening and selecting an external provider are addressed and thoroughly explained.</p> <p>The LEA includes a comprehensive process for recruiting, screening and selecting an external provider to meet the needs identified.</p>	<p>There is adequate evidence of a process for recruiting, screening, and selecting an external provider.</p> <p>Most of the decisive factors regarding the process for recruiting, screening and selecting an external provider are addressed and adequately explained.</p> <p>Minor changes are needed to the LEA process for recruiting, screening and selecting an external provider to meet the needs identified.</p>	<p>There is inadequate evidence of a process for recruiting, screening, and selecting an external provider.</p> <p>Some or none of the decisive factors regarding the process for recruiting, screening and selecting an external provider are addressed and inadequately explained.</p> <p>The plan is not consistent with the final requirements and the process for recruiting, screening, and selecting an external provider does not meet the identified needs.</p>

(3) Align other resources with the interventions.		
Exceptional 3 points	Adequate 2 points	Inadequate 1 point

<p>There is exceptional evidence of a process for aligning resources with the selected model, interventions, and/or school improvement activities.</p> <p>All of the decisive factors regarding the process for aligning resources with the selected model, interventions, and/or school improvement activities are addressed and thoroughly explained.</p> <p>The LEA includes a comprehensive process for aligning resources with the selected model, interventions, and/or school improvement activities to meet the needs identified.</p>	<p>There is adequate evidence of a process for aligning resources with the selected model, interventions, and/or school improvement activities.</p> <p>Most of the decisive factors regarding the process for aligning resources with the selected model, interventions, and/or school improvement activities are addressed and adequately explained.</p> <p>Minor changes are needed to the LEA process for aligning resources with the selected model, interventions, and/or school improvement activities to meet the needs identified.</p>	<p>There is inadequate evidence of a process for aligning resources with the selected model, interventions, and/or school improvement activities.</p> <p>Some or none of the decisive factors regarding the process for aligning resources with the selected model, interventions, and/or school improvement activities are addressed and inadequately explained.</p> <p>The plan is not consistent with the final requirements and the process for aligning resources with the selected model, interventions, and/or school improvement activities does not meet the identified needs.</p>
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(4) Modify LEA practices or policies, if necessary, to enable it to implement the interventions fully and effectively.		
Exceptional 3 points	Adequate 2 points	Inadequate 1 point

<p>There is exceptional evidence of a process for modifying practices and policies to enable full and effective implementation of the selected model, interventions, and/or school improvement activities.</p> <p>All of the decisive factors regarding the process for modifying practices and policies to enable full and effective implementation of the selected model, interventions, and/or school improvement activities are addressed and thoroughly explained.</p> <p>The LEA includes a comprehensive process for modifying practices and policies to enable full and effective implementation of the selected model, interventions, and/or school improvement activities to meet the needs identified.</p>	<p>There is adequate evidence of a process for modifying practices and policies to enable full and effective implementation of the selected model, interventions, and/or school improvement activities.</p> <p>Most of the decisive factors regarding the process for modifying practices and policies to enable full and effective implementation of the selected model, interventions, and/or school improvement activities are addressed and adequately explained.</p> <p>Minor changes are needed to the LEA process for modifying practices and policies to enable full and effective implementation of the selected model, interventions, and/or school improvement activities to meet the needs identified.</p>	<p>There is inadequate evidence of a process for modifying practices and policies to enable full and effective implementation of the selected model, interventions, and/or school improvement activities.</p> <p>Some or none of the decisive factors regarding the process for modifying practices and policies to enable full and effective implementation of the selected model, interventions, and/or school improvement activities are addressed and inadequately explained.</p> <p>The plan is not consistent with the final requirements and the process for modifying practices and policies to enable full and effective implementation of the selected model, interventions, and/or school improvement activities does not meet the identified needs.</p>
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(5) Sustain the reforms after the funding period ends.		
Exceptional 3 points	Adequate 2 points	Inadequate 1 point

<p>There is exceptional evidence of a process for sustaining reforms after the funding period ends.</p> <p>All of the decisive factors regarding the process for sustaining reforms after the funding period ends are addressed and thoroughly explained.</p> <p>The LEA includes a comprehensive process for sustaining reforms after the funding period ends to meet the needs identified.</p>	<p>There is adequate evidence of a process for sustaining reforms after the funding period ends.</p> <p>Most of the decisive factors regarding the process for sustaining reforms after the funding period ends are addressed and adequately explained.</p> <p>Minor changes are needed to the LEA process for sustaining reforms after the funding period ends to meet the needs identified.</p>	<p>There is inadequate evidence of a process for sustaining reforms after the funding period ends.</p> <p>Some or none of the decisive factors regarding the process for sustaining reforms after the funding period ends are addressed and inadequately explained.</p> <p>The plan is not consistent with the final requirements and the process for sustaining reforms after the funding period ends does not meet the identified needs.</p>
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Attachment H: Budget

School Improvement Grant (1003g) Section II – BUDGET

School Year 2012 – 2013

Note: The total amount of funding per year must total no less than \$50,000 and no greater than \$2,000,000 per year.

Corporation Name: 21st Century Charter School at Gary
 Corporation Number: 9545
 School Name: 21st Century Charter School at Gary

ACCOUNT NO.	FTE	Cert.	Noncert.	EXPENDITURE DESCRIPTION	SUBTOTAL	LINE ITEM TOTAL
1. PERSONNEL (include positions and names)						
24100	1	1		Principal (Chris Evans)	81,000	
11100	1	1		Master Teacher (Elementary)	60,000	
11300	1	1		Master Teacher (High School)	60,000	
24100	1	1		Curriculum Director	60,000	
24100	1	1		STEM/PLTW Specialist	50,000	
11300	4	4		High School Teachers – Certified	200,000	
		TOTAL SALARIES				\$ 511,000
2. Benefits: Benefits should be based on actual known costs or an established formula. Fixed charges/benefits below are for the personnel listed under PERSONNEL above and only for the percentage of time devoted to this project.						

As above	Retirement, Health, etc. for staff		\$ 91,980
3. TRAVEL: (differentiate in-state and out-of-state)			
11100 out-of-state	Core Knowledge Nat'l Conf (Travel & Registration for 8 teachers, 2 staff)	10,000	
11200 in-state	Project Lead The Way Training	2,000	
	TOTAL TRAVEL		\$ 12,000
4. CONTRACTED SERVICES: (List the type of contracted services to be provided, including the vendor's name, if applicable.)			
24100	EdPower – Program Oversight	100,000	
11100	Core Knowledge – Prof Devel, 3 day workshop; 3 follow up visits	15,050	
11200	Project Lead The Way – Prof Devel; 2 week course training, 1 teacher	2,000	
11100	Summer Advantage – Summer Learning Program (150 students)	150,000	
11300	College Summit	5,375	
	TOTAL CONTRACTED SERVICES		\$ 272,425
5. SUPPLIES: Enter the total amount of materials and supplies. Provide a list of supplies on a separate sheet.(Include the total amount to be used to purchase testing, programmatic and/or office supplies.)			
11000/11200/11300	TOTAL SUPPLIES		\$ 90,409
6. EQUIPMENT AND TECHNOLOGY: Enter the total amount of equipment and technology purchases. Provide a list of equipment and technology on a separate sheet. Equipment is defined as "tangible, non-expendable/non-consumable personal property having a useful lifespan of more than one year".			
11000/11200/11300	TOTAL EQUIPMENT AND TECHNOLOGY		\$ 75,925
7. OTHER SERVICES: (Include a specific description of services.)			
24100	Principal Merit Pay	10,000	
24100	Assistant Principal Merit Pay	5,000	
11100/11200/11300	Mentor Teacher Stipend (4 x \$5,000)	20,000	
11100/11200/11300	Competitive Pay Adjustment (37 x \$2,000)	74,000	

11100/11200/11300	Certified Teachers – Merit Pay (25 x \$2,500)	62,500	
11100/11200/11300	Non-Certified Paraprofessionals – Merit Pay (12 x \$1,500)	18,000	
	TOTAL OTHER SERVICES		\$ 189,500
TOTAL ANTICIPATED EXPENDITURES (SUM OF SECTIONS 1-7 OF THIS FORM).			\$ 1,243,239

SUPPLIES: The following list represents the anticipated materials and supplies purchases.

QUANTITY	DESCRIPTION	UNIT PRICE	TOTAL PRICE
	Core Knowledge – Prof Devel Materials	\$ -	\$ 8,179
	Core Knowledge – Teacher Resources	\$ -	\$ 8,500
	Core Knowledge – Student Resources	\$ -	\$ 35,000
	Scholastic Learning Library	\$ -	\$ 4,574
	Pearson Learning History & Geography Kits	\$ -	\$ 9,156
	Project Lead the Way	\$ -	\$ 25,000
		\$ -	\$ -
	TOTAL SUPPLIES COSTS		\$ 90,409

EQUIPMENT AND TECHNOLOGY: The following list represents the anticipated equipment and technology purchases.

QUANTITY	DESCRIPTION	UNIT PRICE	TOTAL PRICE
35	E 20/20 Licenses	\$ 575	\$ 20,125
1	E 20/20 Media Server	\$ 800	\$ 800
16	Laptop Computers-Staff	\$ 1,500	\$ 24,000
20	Project Lead The Way-laptops	\$ 1,500	\$ 30,000
		\$ -	\$ -
		\$ -	\$ -
		\$ -	\$ -
	TOTAL EQUIPMENT AND TECHNOLOGY COSTS		\$ 74,925

LEA/GOVERNANCE : *List below activities for LEA-level activities, including pre-implementation activities. Clearly explain/identify requested amounts to a specific element and/or activity. Funds budgeted here will be included in the maximum amount available per school.*

There are no additional LEA-level expenses for implementing this grant. The school board has met to review the SIG proposal and plans for funds and has agreed to support the grant accordingly in the budget and in monitoring the implementation of the entire plan. 21st Century Charter School @ Gary is a charter school and has no additional pre-implementation activities.

School Improvement Grant (1003g)
Section II – BUDGET

School Year 2013 – 2014

Note: The total amount of funding per year must total **no less than \$50,000** and **no greater than \$2,000,000** per year.

Corporation Name: 21st Century Charter School at Gary
 Corporation Number: 9545
 School Name: 21st Century Charter School at Gary

ACCOUNT NO.	FTE	Cert.	Noncert.	EXPENDITURE DESCRIPTION	SUBTOTAL	LINE ITEM TOTAL
1. PERSONNEL (include positions and names)						
24100	1	1		Principal (Chris Evans)	84,240	
11100	1	1		Master Teacher (Elementary)	62,400	
11300	1	1		Master Teacher (High School)	62,400	
24100	1	1		Curriculum Director	62,400	
11200	1	1		STEM/PLTW Specialist	52,000	
11300	4	4		High School Teachers	208,000	
11300	2		2	Paraprofessionals/Classroom Assistants	50,000	
				TOTAL SALARIES		\$ 581,440
2. Benefits: Benefits should be based on actual known costs or an established formula. Fixed charges/benefits below are for the personnel listed under PERSONNEL above and only for the percentage of time devoted to this project.						
As above				Retirement, Health, etc. for staff		\$ 104,659
3. TRAVEL: (differentiate in-state and out-of-state)						
11100	out-of-state			Core Knowledge Nat'l Conf (Travel & Reg for 8 teachers/ 2 staff)	10,000	
11200	in-state			STEM/PLTW training	2,000	
				TOTAL TRAVEL		\$ 12,000
4. CONTRACTED SERVICES: (List the type of contracted services to be provided, including the vendor's name, if applicable.)						

24100	EdPower – program oversight	100,000	
11100	Core Knowledge – Prof Devel, 5 day workshop, 3 follow up visits	18,450	
11200	Project Lead The Way – Prof Devel, week course training, 1 teacher	2,000	
11100	Summer Advantage – Summer Learning Program (150 students)	150,000	
11300	College Summit	5,375	

SUPPLIES: The following list represents the anticipated materials and supplies purchases.

QUANTITY	DESCRIPTION	UNIT PRICE	TOTAL PRICE
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	Core Knowledge – Prof Devel Materials	\$ -	\$ 2,761
	Core Knowledge – Teacher Resources	\$ -	\$ 13,000
	Core Knowledge – Student Resources	\$ -	\$ 9,000
	Scholastic Learning Library	\$ -	\$ 1,525
	Pearson Learning History and Geography Kits	\$ -	\$ 3,924
	Project Lead the Way	\$ -	\$ 25,000
		\$ -	\$ -
	TOTAL SUPPLIES COSTS		\$ 55,210

EQUIPMENT AND TECHNOLOGY: *The following list represents the anticipated equipment and technology purchases.*

QUANTITY	DESCRIPTION	UNIT PRICE	TOTAL PRICE
	Project Lead the Way	\$ -	\$ -
		\$ -	\$ -
		\$ -	\$ -
		\$ -	\$ -
		\$ -	\$ -
		\$ -	\$ -
		\$ -	\$ -
	TOTAL EQUIPMENT AND TECHNOLOGY COSTS		\$ -

School Improvement Grant (1003g)
Section II – BUDGET

School Year 2014 - 2015

*Note:*The total amount of funding per year must total **no less than \$50,000** and **no greater than \$2,000,000** per year.

Corporation Name: 21st Century Charter School at Gary
 Corporation Number: 9545
 School Name: 21st Century Charter School at Gary

ACCOUNT NO.	FTE	Cert.	Noncert.	EXPENDITURE DESCRIPTION	SUBTOTAL	LINE ITEM TOTAL
1. PERSONNEL (include positions and names)						
24100	1	1		Principal (Chris Evans)	87,609	
11100	1	1		Master Teacher (Elementary)	64,896	
11300	1	1		Master Teacher (High School)	64,986	
24100	1	1		Curriculum Director	64,986	
11200	1	1		STEM/PLTW Specialist	54,080	
11300	4	4		High School Teachers	216,320	
11300	4		4	Paraprofessionals/Classroom Assistants	100,000	
		TOTAL SALARIES				\$ 652,697
2. Benefits: Benefits should be based on actual known costs or an established formula. Fixed charges/benefits below are for the personnel listed under PERSONNEL above and only for the percentage of time devoted to this project.						
As above		Benefits – Retirement, Health, etc				\$ 117,485
3. TRAVEL: (differentiate in-state and out-of-state)						
11100	out-of-state	Core Knowledge Nat'l Conference			10,000	
11200	in-state	STEM/PLTW Training			2,000	

	TOTAL TRAVEL		\$ 12,000
4. CONTRACTED SERVICES: (List the type of contracted services to be provided, including the vendor's name, if applicable.)			
24100	EdPower – program oversight	100,000	
11100	Core Knowledge – Prof Devel 5 day workshop; 3 follow up visits	18,450	
11200	Project Lead the Way – Prof Devel	2,000	
11100	Summer Advantage – Summer Learning Program (150 students)	150,000	
11300	College Summit	5,375	
	TOTAL CONTRACTED SERVICES		\$ 275,000
5. SUPPLIES: Enter the total amount of materials and suppl. Provide a list of supplies on a separate sheet. (Include the total amount to be used to purchase testing, programmatic and/or office supplies.)			
11100/11200/11300	TOTAL SUPPLIES		49,059
6. EQUIPMENT AND TECHNOLOGY: Enter the total amount of equipment and technology purchases. Provide a list of equipment and technology on a separate sheet. Equipment is defined as "tangible, non-expendable/non-consumable personal property having a useful lifespan of more than one year".			
11100/11200/11300	TOTAL EQUIPMENT AND TECHNOLOGY		0
7. OTHER SERVICES: (Include a specific description of services.)			
24100	Principal Merit Pay	10,000	
24100	Assistant Principal Merit Pay	5,000	
11100/11200/11300	Mentor Teacher Stipends (4 x \$5,000)	20,000	
11100/11200/11300	Competitive Pay Adjustment (39*2,500)	97,500	
11000/11200/11300	Non-certified Paraprofessionals Merit Pay (16 x 1,500)	24,000	
11000/11200/11300	Professional Development Stipends (39 x \$2,000)	78,000	
11000/11200/11300	Certified Teacher Merit Pay (25 x \$2,500)	62,500	
	TOTAL OTHER SERVICES		\$ 297,000
TOTAL ANTICIPATED EXPENDITURES (SUM OF SECTIONS 1-7 OF THIS FORM).			1,403,214

SUPPLIES: The following list represents the anticipated materials and supplies purchases.

QUANTITY	DESCRIPTION	UNIT PRICE	TOTAL PRICE
	Core Knowledge – Prof Devel Materials	\$ -	\$ 426
	Core Knowledge – Teacher Resources	\$ -	\$ 14,000
	Core Knowledge – Student Resources	\$ -	\$ 6,000
	Scholastic Learning Library	\$ -	\$ 1,017
	Pearson Learning History & Geography Kits	\$ -	\$ 2,616
	Project Lead The Way	\$ -	\$ - 25,000
		\$ -	\$ -
	TOTAL SUPPLIES COSTS		\$ - 49,059

EQUIPMENT AND TECHNOLOGY: The following list represents the anticipated equipment and technology purchases.

QUANTITY	DESCRIPTION	UNIT PRICE	TOTAL PRICE
	Project Lead the Way	\$ -	\$ -
		\$ -	\$ -
		\$ -	\$ -
		\$ -	\$ -
		\$ -	\$ -
		\$ -	\$ -
		\$ -	\$ -
	TOTAL EQUIPMENT AND TECHNOLOGY COSTS		\$ -

Attachment E: Example of Alignment of Other Funding Sources to SIG Elements

Element of the Intervention	Intervention	Resource
Federal Resources		
Use of <i>research-based instructional practices</i> that are vertically aligned across grade levels and the state standards	Turnaround Transformation Restart	Title I, Part A - regular and stimulus funds (schoolwide or targeted assistance programs)
Assistance with design and implementation of <i>improvement plan</i> including high-quality job-embedded professional development designed to assist schools in implementing the intervention model	Turnaround Transformation Restart	1003(a) School Improvement Grant - AYP funds
<i>Recruitment of teaching staff</i> with skills and experience to effectively implement the selected intervention model	Turnaround Transformation	Title II, Part A
Job-embedded <i>staff development</i> aligned to grant goals to assist <i>English language learners</i>	Turnaround Transformation Restart	Title III, Part A - LEP

State Resources		
Focuses on early grade level intervention to improve the reading readiness and reading skills of students who are at risk of not learning to read.	Turnaround Transformation Restart	Early Intervention Grant

Attachment F: Intervention Scoring Rubrics

Turnaround

Required Element	Possible Tasks: Score 3 Exceptional	Possible Tasks: Score 2 Adequate	Possible Tasks: Score 1 Inadequate	Score
I. Replace the principal and grant principal operational flexibility	<ul style="list-style-type: none"> Principal is replaced with one that has evidence of a proven track record 	<ul style="list-style-type: none"> Principal is replaced with one without evidence of a proven track record 	<ul style="list-style-type: none"> Principal is replaced with one having an ineffective track record 	
	<ul style="list-style-type: none"> LEA provides a comprehensive documents or plan that indicates areas that will grant <i>significant</i> operational decisions to the principal 	<ul style="list-style-type: none"> LEA provides a document or plan that indicates areas that will grant <i>minor</i> operational decisions to the principal 	<ul style="list-style-type: none"> LEA <i>does not provide a document or plan that indicates</i> authority will be granted to the principal to make operational decisions; or the decisions allowed are <i>not of significance</i>. 	

2. Measure the effectiveness of current staff; screen existing staff and rehire no more than 50 percent; select new staff	<ul style="list-style-type: none"> LEA calibrates and tracks the effectiveness of staff <i>using classroom observation records and at least two additional sources to determine effectiveness</i> 	<ul style="list-style-type: none"> LEA calibrates and tracks the effectiveness of staff using classroom observation records and one additional source to determine effectiveness 	<ul style="list-style-type: none"> LEA calibrates and tracks the effectiveness of staff using classroom observations or another single source to determine effectiveness 	
	<ul style="list-style-type: none"> Screening of current staff is <i>conducted by a team of school and district personnel and an external partner; interview questions are rigorous and relevant to determine the staff's willingness to fully implement the model</i> 	<ul style="list-style-type: none"> Screening of current staff is conducted by a team of school and district personnel; interview questions are general in nature and offer some insight in the staff's willingness to implement the model 	<ul style="list-style-type: none"> Screening of current staff is conducted by the school or district; interview questions are of <i>insufficient nature</i> to determine <i>staff's willingness</i> to implement the model 	
	<ul style="list-style-type: none"> <i>Less than 50 percent of the staff is rehired</i> 	<ul style="list-style-type: none"> <i>50 percent of the staff is rehired</i> 	<ul style="list-style-type: none"> <i>More than 50 percent of the staff is rehired</i> 	
3. Implement strategies to recruit, place, and retain staff	<ul style="list-style-type: none"> Recruitment and retention of staff includes at least three <i>strategies known to be effective</i>, such as improving working conditions, providing higher salaries, and offering job promotions 	<ul style="list-style-type: none"> Recruitment and retention of staff includes at least two <i>strategies known to be effective</i>, such as improving working conditions, providing higher salaries, and/or offering job promotions 	<ul style="list-style-type: none"> Strategies for recruitment and retention <i>do not correspond with strategies known to be effective</i> 	

	<ul style="list-style-type: none"> ○ <i>Mentors and/or coaches are provided for all staff</i> 	<ul style="list-style-type: none"> ○ <i>Mentors and/or coaches are provided for identified groups of teachers, such as newer teachers or those changing grade levels</i> 	<ul style="list-style-type: none"> ○ <i>Mentors nor coaches are included</i> 	
4. Provide high-quality, job embedded professional development	<ul style="list-style-type: none"> ○ <i>Topics of professional development are determined by SIG goals, needs assessments, and other data points; professional development is differentiated by teacher need</i> 	<ul style="list-style-type: none"> ○ <i>Topics of professional development are connected to the SIG goals, needs assessments, and other data points; not differentiated by teacher need</i> 	<ul style="list-style-type: none"> ○ <i>Topics of professional development are disparate; do not align to SIG goals, needs assessments or other data points; established by the LEA; not differentiated by teacher need</i> 	
	<ul style="list-style-type: none"> ○ <i>Professional development is conducted weekly through job-embedded opportunities at the school</i> 	<ul style="list-style-type: none"> ○ <i>Professional development is conducted monthly through job-embedded opportunities at the school</i> 	<ul style="list-style-type: none"> ○ <i>Professional development is rarely provided at the school; usually occurs as a whole district</i> 	
	<ul style="list-style-type: none"> ○ <i>Professional development includes vertical and horizontal collaboration, coaching and mentoring, data analysis, and determining appropriate curriculum and instruction</i> 	<ul style="list-style-type: none"> ○ <i>Professional development often includes vertical collaboration; may include coaching and mentoring, data analysis, or determining appropriate curriculum and instruction</i> 	<ul style="list-style-type: none"> ○ <i>Focus of professional development is not related to teacher collaboration, coaching and mentoring, data analysis or curriculum and instruction</i> 	
5. Adopt a new governance structure	<ul style="list-style-type: none"> ○ <i>Creates a new turnaround office with an appointed turnaround leader who has significant and successful experience in school turnaround</i> 	<ul style="list-style-type: none"> ○ <i>Creates a new turnaround office and/or appoints a turnaround leader with successful experience in school turnaround</i> 	<ul style="list-style-type: none"> ○ <i>Reshuffles or redesigns its current structure rather than creating a turnaround office and appointing a turnaround leader</i> 	

	<ul style="list-style-type: none"> ○ Turnaround leader and staff will spend <i>extensive time in the school</i> allowing for a highly visible, supportive, and transparent relationship with the school 	<ul style="list-style-type: none"> ○ Turnaround leader and staff will spend <i>some time in the school</i> allowing for a supportive relationship with the school 	<ul style="list-style-type: none"> ○ Turnaround leader and staff provides minimal and/or inconsistent support and time in the school 	
6. Use data to implement an aligned instructional program	<ul style="list-style-type: none"> ○ LEA <i>provides multiple assessments and data points through technology-based resources</i> for the school to align its instructional program 	<ul style="list-style-type: none"> ○ LEA provides <i>some assessments and data</i> with minimal technology for the school to align its instructional program 	<ul style="list-style-type: none"> ○ LEA <i>provides minimal assessments</i> with no data; technology is not used 	
	<ul style="list-style-type: none"> ○ LEA provides <i>intensive and ongoing</i> professional development in conducting and using assessment results to inform instructional decision making throughout the year 	<ul style="list-style-type: none"> ○ LEA provides professional development in conducting and using assessment results to inform instruction throughout the year 	<ul style="list-style-type: none"> ○ LEA <i>rarely provides</i> professional development for teachers to increase skills in conducting assessments and using results to inform instruction 	
7. Promote the use of data to inform and differentiate instruction	<ul style="list-style-type: none"> ○ Provides <i>frequent structured time</i> (e.g., weekly) for teachers to collaborate and analyze student data and make instructional decisions 	<ul style="list-style-type: none"> ○ Provide <i>regular time</i> (e.g., monthly) for teachers to collaborate and analyze student data and make instructional decisions 	<ul style="list-style-type: none"> ○ <i>Rarely</i> provides time for teachers to collaborate and analyze student data and make instructional decisions 	
	<ul style="list-style-type: none"> ○ Provides <i>extended, job-embedded professional development</i> that includes observation and coaching to increase knowledge of differentiated instruction 	<ul style="list-style-type: none"> ○ Provides <i>job-embedded professional development</i> to increase knowledge of differentiated instruction 	<ul style="list-style-type: none"> ○ Provides professional development that occurs <i>outside of the classroom</i> and does <i>not focus on</i> live student data or on improving differentiated instruction 	

8. Provide increased learning time for students and staff	<ul style="list-style-type: none"> Provides increased, intentional learning time driven by student data indicated for <i>all</i> students and staff 	<ul style="list-style-type: none"> Provides increased learning time for <i>all</i> students and staff 	<ul style="list-style-type: none"> Does not provide increased learning time for all students and staff 	
	<ul style="list-style-type: none"> Time is of <i>extensive length (at least 300 hours)</i> to potentially increase learning 	<ul style="list-style-type: none"> Time is of <i>sufficient length (at least 180 hours)</i> to potentially increase learning 	<ul style="list-style-type: none"> Time is <i>not of sufficient length (90 hours or less)</i> to create change 	
9. Provide social-emotional and community-oriented services/supports	<ul style="list-style-type: none"> Collaborates with several <i>external organizations and community partners</i> to provide sustainable space and services for <i>student needs</i>, (e.g., dental, medical, behavioral, etc) 	<ul style="list-style-type: none"> Collaborates with minimal <i>external organizations or community partners</i> to provide space and services for <i>student needs</i>, (e.g., dental, medical, behavioral, etc) as needed 	<ul style="list-style-type: none"> Does not collaborate with external organizations; support to families is <i>limited</i> 	
	<ul style="list-style-type: none"> Works with community to provide on-going and consistent <i>family and community engagement activities</i> 	<ul style="list-style-type: none"> Works with community to provide limited <i>family and community engagement activities</i> 	<ul style="list-style-type: none"> <i>No partnerships</i> in the community to provide <i>family and community engagement activities</i> 	

Total Score _____/60

Transformation

Required Element	Possible Tasks: Score 3 Exceptional	Possible Tasks: Score 2 Adequate	Possible Tasks: Score 1 Inadequate	Score
1. Replace the principal who led the school prior to implementing the model.	<ul style="list-style-type: none"> Principal is replaced with one that has evidence of a proven track record 	<ul style="list-style-type: none"> Principal is replaced with one without evidence of a proven track record 	<ul style="list-style-type: none"> Principal is replaced with one having an ineffective track record 	
2. Use evaluation systems for teachers and principals that consider student growth and assessments; develop with teacher/principal involvement	<ul style="list-style-type: none"> Evaluation systems for principal and teachers includes multiple assessments aligned to student academic growth 	<ul style="list-style-type: none"> Evaluation systems for principal and teachers includes a single assessment aligned to student academic growth 	<ul style="list-style-type: none"> Evaluation systems for principal and teachers does not include an assessment aligned to student academic growth 	
	<ul style="list-style-type: none"> Evaluation systems are developed with teachers' and principal involvement 	<ul style="list-style-type: none"> Evaluation systems are developed with teachers' or principals involvement 	<ul style="list-style-type: none"> Evaluation system development does <i>not include involvement</i> of principal or teachers 	

3. Reward school leaders, teachers and staff who, in implementing the model, increase student achievement or high school graduation rates; remove those who, after professional development, have not.	<ul style="list-style-type: none"> ○ Rewards for school leaders, teachers and staff implementing this model have been determined using tools and rubrics that are data driven and reflect an increase in student achievement or high school graduation rates. 	<ul style="list-style-type: none"> ○ Rewards for school leaders, teachers and staff implementing this model have been determined using tools and rubrics that are data driven and reflect an increase in student achievement or high school graduation rates. 	<ul style="list-style-type: none"> ○ Rewards for school leaders, teachers and staff implementing this model have been determined using tools and rubrics that are data driven and reflect an increase in student achievement or high school graduation rates. 	
	<ul style="list-style-type: none"> ○ The awards correspond to <i>effective practices</i> of retaining teachers such as improving working conditions, increasing financial compensation, and/or providing job promotions as identified by staff through a survey or needs assessment 	<ul style="list-style-type: none"> ○ The awards correspond to <i>effective practices</i> of retaining teachers such as improving working conditions, increasing financial compensation, and/or providing job promotions 	<ul style="list-style-type: none"> ○ Awards <i>not described or do not correspond to effective practices</i> of retaining teachers and thus are unlikely motivators 	
	<ul style="list-style-type: none"> ○ Provides a comprehensive, <i>effective, and logical</i> process for assisting teachers (e.g., providing additional professional, mentoring) who are not improving student learning or graduation rates; plan must provide an implementation timeline and pathways for improvement or release 	<ul style="list-style-type: none"> ○ Provides description of <i>effective and logical</i> process for assisting teachers (e.g., providing additional professional, mentoring) who are not improving student learning or graduation rates 	<ul style="list-style-type: none"> ○ Description for assisting teachers who are not improving student learning or graduation rates is <i>not given, not detailed, or not likely to change teachers' practices</i> 	
4. Provide high-quality, job embedded professional development	<ul style="list-style-type: none"> ○ Topics of professional development are <i>determined by SIG goals, needs assessments, and other data points; professional development</i> 	<ul style="list-style-type: none"> ○ Topics of professional development are <i>connected to the SIG goals, needs assessments, and other data points; not differentiated</i> 	<ul style="list-style-type: none"> ○ Topics of professional development are <i>disparate; do not align to SIG goals, needs assessments or other data points; established by the LEA; not</i> 	

	<i>is differentiated by teacher need</i>	<i>by teacher need</i>	<i>differentiated by teacher need</i>	
	○ Professional development is conducted <i>weekly through job-embedded opportunities at the school</i>	○ Professional development is conducted <i>monthly through job-embedded opportunities at the school</i>	○ Professional development is <i>rarely</i> provided at the school; <i>usually occurs as a whole district</i>	
	○ Professional development includes vertical and horizontal collaboration, coaching and mentoring, data analysis, and determining appropriate curriculum and instruction	○ Professional development often includes vertical collaboration; may include coaching and mentoring, data analysis, or determining appropriate curriculum and instruction	○ Focus of professional development is <i>not related to teacher collaboration, coaching and mentoring, data analysis or curriculum and instruction</i>	
5. Implement strategies to recruit, place, and retain staff	○ Recruitment and retention of staff includes at least three <i>strategies known to be effective</i> , such as improving working conditions, providing higher salaries, and offering job promotions	○ Recruitment and retention of staff includes at least two <i>strategies known to be effective</i> , such as improving working conditions, providing higher salaries, and/or offering job promotions	○ Strategies for recruitment and retention <i>do not correspond with strategies known to be effective</i>	
	○ <i>Mentors and/or coaches are provided</i> for all staff	○ <i>Mentors and/or coaches are provided</i> for identified groups of teachers, such as newer teachers or those changing grade levels	○ <i>Mentors nor coaches are included</i>	
6. Provide increased learning time for students and staff	○ Provides increased, intentional learning time driven by student data indicated for <i>all</i> students and staff	○ Provides increased learning time for <i>all</i> students and staff	○ Does not provide increased learning time for all students and staff	
	○ Time is of <i>extensive length (at least 300 hours)</i> to potentially	○ Time is of <i>sufficient length (at least 180 hours)</i> to potentially	○ Time is <i>not of sufficient length (90</i>	

	increase learning	increase learning	hours or less) to create change	
7. Use data to implement an aligned instructional program	○ LEA provides <i>multiple assessments and data points through technology-based resources</i> for the school to align its instructional program	○ LEA provides some <i>assessments and data</i> with minimal technology for the school to align its instructional program	○ LEA provides <i>minimal assessments</i> with no data; technology is not used	
	○ LEA provides <i>intensive and ongoing</i> professional development in conducting and using assessment results to inform instructional decision making throughout the year	○ LEA provides professional development in conducting and using assessment results to inform instruction throughout the year	○ LEA <i>rarely provides</i> professional development for teachers to increase skills in conducting assessments and using results to inform instruction	
8. Promote the use of data to inform and differentiate instruction	○ Provides <i>frequent structured time</i> (e.g., weekly) for teachers to collaborate and analyze student data and make instructional decisions	○ Provide <i>regular time</i> (e.g., monthly) for teachers to collaborate and analyze student data and make instructional decisions	○ <i>Rarely provides</i> time for teachers to collaborate and analyze student data and make instructional decisions	
	○ Provides <i>extended, job-embedded professional development</i> that includes observation and coaching to increase knowledge of differentiated instruction	○ Provides <i>job-embedded professional development</i> to increase knowledge of differentiated instruction	○ Provides professional development that occurs <i>outside of the classroom</i> and does <i>not focus on</i> live student data or on improving differentiated instruction	
9. Provide mechanism for family and community engagement	○ LEA conducts a comprehensive, community-wide assessment to identify the major factors that significantly affect the	○ LEA conducts a basic, community-wide assessment to identify the major factors that significantly affect the academic achievement of students in the	○ LEA did not conduct a community-wide assessment to identify the major factors that significantly affect the academic achievement of students in the school, including an	

	academic achievement of students in the school, including an inventory of the resources in the community that could be aligned, integrated, and coordinated to address these challenges.	school, including an inventory of the resources in the community that could be aligned, integrated, and coordinated to address these challenges.	inventory of the resources in the community that could be aligned, integrated, and coordinated to address these challenges.	
10. Give school sufficient operational flexibility	<ul style="list-style-type: none"> LEA provides a comprehensive documents or plan that indicates areas that will grant <i>significant</i> operational decisions to the school 	<ul style="list-style-type: none"> LEA provides a document or plan that indicates areas that will grant <i>minor</i> operational decisions to the school 	<ul style="list-style-type: none"> LEA <i>does not provide a document or plan that indicates</i> authority will be granted to the school to make operational decisions; or the decisions allowed are <i>not of significance</i>. 	
11. LEA, SEA, or designated external partner(s) assist the school with ongoing technical assistance and support	<ul style="list-style-type: none"> <i>Multiple</i> supports detailed; occur <i>throughout the year</i> 	<ul style="list-style-type: none"> <i>Some</i> supports detailed; occur <i>throughout the year</i> 	<ul style="list-style-type: none"> No supports are described; support appears <i>sporadic</i> 	
	<ul style="list-style-type: none"> Multiple support for <i>both</i> teachers and principals are in place 	<ul style="list-style-type: none"> Some supports for <i>both</i> teachers and principals are in place 	<ul style="list-style-type: none"> Support for <i>both</i> teachers and principals are not in place or transparent 	
	<ul style="list-style-type: none"> Provided by external, <i>experienced leaders</i> in change and in the school model 	<ul style="list-style-type: none"> Provided by <i>external leaders</i> in change with knowledge of the identified school model 	<ul style="list-style-type: none"> Provided by district staff or others <i>without proven track records</i> in school change or the model 	

Total Score____/66

Appendix H: LEA Application for Each Tier III School

School Improvement Grant (1003g)

LEA Application for each Tier III School

A. School to be Served: _____ Number: _____

School Corporation: _____ Number: _____

Instructions:

1. The LEA must complete a new application for *each* Tier III school applying for a school improvement grant.
2. Before deciding which school improvement model for the school and which strategies to implement, use the Worksheet #1 “Analysis of Student and School Data” and Worksheet #2 “Self-Assessment of Practices of High-performing Schools” (Attachment A).
3. Indicate whether a school improvement model will be implemented in this school.
 - ☐ Yes, this school will implement this improvement model.
 - ☐ Turnaround ☐ Restart
 - ☐ Transformation ☐ Closure
 - ☐ No, this school will *NOT* implement an improvement model.
4. Complete the following as noted.
 - If this school is implementing an improvement model, the LEA must complete and submit:

- a. Worksheet #1 “Analysis of Student and School Data” and Worksheet #2 “Self-Assessment of Practices of High-performing Schools” including findings and root cause analysis
 - b. Tier I and Tier II application
- If this school is *not* implementing an improvement model, the LEA must complete and submit:
- a. Worksheet #1 “Analysis of Student and School Data” and Worksheet #2 “Self-Assessment of Practices
 - b. This Tier III application

B. Descriptive Information

I. LEA Analysis of School Needs

- a) Provide a summary of the **findings** and most critical needs of the school from using Worksheet #1 “Analysis of Student and School Data” and Worksheet #2 “Self-Assessment of Practices of High-Poverty, High-Performing Schools (Attachment A). Bullet points rather than full sentences are acceptable.

- b) Explain how the findings listed above informed the LEA’s decision regarding the changes and strategies to be implemented.

2. Annual Goals for Tier III Schools for Accountability

Instructions:

- 1) Review the results of the two worksheets and the findings.
- 2) Based on the baseline student data for ISTEP+ and/or end-of-course assessments, develop:
 - One English/language arts goal for “all students.”
 - One mathematics goal for “all students.”
 - For examples of goals, see guidance document, H-25, p. 41.
- 3) Schools serving students in grade 12 must also include a goal related to graduation.
- 4) Include goals for the three-year duration of the grant.

➤ *Note: Goals must be measureable and aggressive, yet attainable.*

SY 20010-2011 Baseline Data (most recent available data that corresponds to the proposed goals)	Annual Goals		
	SY 2011-2012	SY 2012-2013	SY 2013-2014
<i>Example:</i> 50% of all students are proficient on ISTEP+ mathematics	75% of all students are proficient on ISTEP+ mathematics	85% of all students are proficient on ISTEP+ mathematics	95% of all students are proficient on ISTEP+ mathematics

C. Budget

Instructions:

- 4) Complete the budget pages provided in the attached Excel file for the three years. Choose each “tab” for years 2011-2012, 2012-2013, 2013-2014.
- 5) Indicate the amount of school improvement funds the school will use for each year of the grant period to implement the selected model in the school it commits to serve.
- 6) The total amount of funding per year must total *no less than \$50,000 and no greater than \$2,000,000* per year.**

Note: The LEA’s budget must cover the period of availability, including any extension wanted through a waiver, and be of sufficient size and scope to implement the selected school improvement model in the school(s) the LEA commits to serve. It would be permissible to include LEA-level activities designed to support implementation of the selected school improvement model in the LEA’s school.

D. Assurances

_____ assures that it will
Corporation/Charter School Name

- ____ 1. Use its School Improvement Grant to implement fully and effectively an intervention in each school that the LEA commits to serve consistent with the final requirements.
- ____ 2. Establish annual goals for student achievement on the State’s assessments for both English/language arts and mathematics and measure progress on the leading indicators in section III of the final requirements in order to monitor each school that it serves with school improvement funds.
- ____ 3. If it implements a restart model in a school, include in its contract or agreement terms and provisions to hold the charter operation, charter management organization, or education management organization accountable for complying with the final requirements.
- ____ 4. Report to the SEA the school-level data required under section III of the final requirements.

E. Waivers

The LEA must check each waiver that the LEA will implement. If the LEA does not intend to implement the waiver with respect to each applicable school, the LEA must indicate for which schools it will implement the waiver.

- ☒ Extending the period of availability of school improvement funds.

Note: Indiana has requested a waiver of the period of availability of school improvement funds and upon receipt, that waiver automatically applies to all LEAs in the State.

Worksheet #1: Analysis of Student and School Data

Corporation Name _____ Number _____

School Name _____ Number _____

Purpose:

According to the School Improvement Grants Application, the LEA is to analyze the needs of each school identified in the LEA's application and select an intervention for each school (see <http://www2.ed.gov/programs/sif/applicant.html>).

In order to assist the local educational agency (LEA) in the analysis of the school's needs, this needs assessment tool was developed by the Indiana Department of Education. The LEA must use this tool and submit it with its application.

Instructions:

- 1) The LEA is to complete the needs assessments and the selection of a model for each school that it proposes to receive School Improvement Grant (1003g) funds.
- 2) The assessment includes three sections: (1) student achievement - AYP, (b) student leading indicators, and (c) practices of effective schools.
- 3) For each section, the LEA is to develop several key findings or summaries from the data sources (an example is provided for each data source).
- 4) Finally, the LEA uses the data findings to select the most appropriate improvement model for the school.

I. Data

A. Student Achievement - AYP

Instructions:

- Complete the following table for each student group that did *not* meet AYP for performance in English/language arts and/or mathematics for 2010. (Do not list those groups that did meet AYP).
- Student groups would include American Native, Asian, Black, Hispanic, White, Free/Reduced Lunch, Limited English Proficient and Special Education.
- For LEA data, see the IDOE web site <http://compass.doe.in.gov/Dashboard.aspx?view=STATE&val=0&desc=STATE>

Student groups not meeting AYP (list groups below)	% of this group not meeting AYP	# of students in this group not meeting AYP	How severe is this group's failure? (high, medium, low)	How unique are the learning needs of this group? (high, medium, low)
---	--	--	--	---

English/Language Arts

<i>Example: LEP</i>	100%	23	High - refugees recently arrived from Iran	High - no prior formal schooling; from non-Western culture

Mathematics

What are several key findings or summaries from the student achievement data?

Example: "In this school, students in 4th grade generally did not pass ISTEP+ in the E/LA strand of 'vocabulary.'"

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B. Student Leading Indicators

Instructions:

- 1) Using school, student and teacher data, complete the table below
- 2) If the indicator is not applicable, such as “dropout rate” for an elementary school, write “NA” - not applicable - in the column.
- 3) Review the data and develop several key findings or summaries from the data.

	2010-2011	2011-2012
1. Number of minutes within the school year that students are to attend school?		
2. Dropout rate*		
3. Student attendance rate*		
4. Number and percentage of students completing advanced coursework* (e.g., AP/IB), early-college high schools, or dual enrollment classes		
5. Discipline incidents*		
6. Truants*		
7. Distribution of teachers by performance level on LEA's teacher evaluation system		
8. Teacher attendance rate		

*If this school is a high school, disaggregation of the data by student groups would be informative in your planning.

What are key findings or summaries from the student leading indicator data?

Example: "In this school, teachers on average are out of the classroom 32 days of the school year."

Worksheet #2: Self-Assessment of Practices of High-Performing Schools

Instructions:

- The following table lists the research and best practices of effective schools, especially of high-poverty, high-performing schools. These practices are embedded in the school improvement models as well.
- Using a team that knows the school well, critically consider the practices of the school and determine a score of 1-4 with four being the highest.
- As with the other previous data sources, use the scores to develop a set of key findings or summaries.

The Principal and Leadership	1	2	3	4	The Principal and Leadership
<ul style="list-style-type: none"> ○ Spends most of the time managing the school. ○ Is rarely in the classrooms. ○ Is not knowledgeable about English/ language arts or mathematics instruction. ○ Serves as lone leader of the school ○ Must accept teachers based on seniority or other union agreements rather than on their effectiveness in the classroom. 					<ul style="list-style-type: none"> ○ Is highly knowledgeable of E/LA and mathematics instruction. ○ Conducts frequent walk-throughs. ○ Know E/LA and mathematics instruction well and is able to assist teachers. ○ Utilizes various forms of leadership teams and fosters teachers' development as leaders. ○ Is not bound by seniority rules in hiring and placement of teachers.
Instruction	1	2	3	4	Instruction
<ul style="list-style-type: none"> ○ Is primarily lecture-style and teacher-centered. ○ Places the same cognitive demands on all learners (no differentiation). ○ Is primarily textbook-oriented. ○ Does not include technology. ○ Works alone, rarely meeting in or across grade-level teams to discuss and improve. 					<ul style="list-style-type: none"> ○ Includes a variety of methods that are student-centered. ○ Provides various levels of cognitive demands (differentiation; Response to Instruction - RTI). ○ Uses multiple sources beyond textbooks. ○ Includes frequent use of technology.

<ul style="list-style-type: none"> ○ Instruction is rarely evaluated and connections to student learning growth or increased graduation rates are not made. ○ Instruction is not increased to allow for more student learning time. 					<ul style="list-style-type: none"> ○ Works in teams, discussing student learning and instructional ideas. ○ Instruction is evaluated through rigorous, transparent, and equitable processes that take into account student growth and increased graduation rates. ○ Schedules and strategies provide for increased student learning time.
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Curriculum	1	2	3	4	Curriculum
<ul style="list-style-type: none"> ○ Leadership does not observe or evaluate teachers for use of the curriculum. ○ Is considered to be the textbook or the state standards. ○ Is not aligned within or across grade levels. ○ Is not rigorous or cognitively demanding. ○ Is not available to all students, e.g., English language learners or students with disabilities as they are not present in the regular classroom during core instruction time. ○ Is not differentiated for struggling students. 					<ul style="list-style-type: none"> ○ Is observed by school leadership that it is being taught. ○ Is developed by teachers based on unpacking the state standards. ○ Is aligned within and across grade levels. ○ Is rigorous and cognitively demanding. ○ Is accessible to all students through placement in regular classroom during instruction of the core curriculum. ○ Is differentiated for struggling students.
Data - Formative Assessments	1	2	3	4	Data - Formative Assessments
<ul style="list-style-type: none"> ○ Are not regularly used by teachers. ○ Are not routinely disaggregated by teachers. ○ Are not used to determine appropriate instructional strategies. 					<ul style="list-style-type: none"> ○ Are used to implement an aligned instructional program. ○ Are used to provide differentiated instruction. ○ Are discussed regularly in teacher groups to discuss student work.
Professional Development	1	2	3	4	Professional Development
<ul style="list-style-type: none"> ○ Is individually selected by each teacher; includes conferences and conventions. ○ Is not related to curriculum, instruction, or assessment. ○ Is short, i.e., one-shot sessions. ○ Does not include follow-up 					<ul style="list-style-type: none"> ○ Is of high quality and job-embedded. ○ Is aligned to the curriculum and instructional program. ○ Includes increasing staff's knowledge and skills in instructing English language learners and students with disabilities.

assistance, mentoring, or monitoring of classroom implementation.					<ul style="list-style-type: none"> ○ Is developed long-term; focuses on improving curriculum, instruction, and formative assessments.
Parents, Family, Community	1	2	3	4	Parents, Family, Community
<ul style="list-style-type: none"> ○ Does not provide extended supports. ○ Does not ensure a safe school and community environment for children. 					<ul style="list-style-type: none"> ○ Provide social and emotional supports from school and community organizations. ○ Create a safe learning environment within the school and within the community. ○ Includes use of advisory periods to build student-adult relationships.

Cultural Competency	1	2	3	4	Cultural Competency
<ul style="list-style-type: none"> ○ Holds the belief that all students learn the same way, instructing all students in similarly. ○ Uses the textbook to determine the focus of study. ○ “Cultural instruction” is limited to study of flags, festivals, and foods of countries/people. ○ Does not investigate students’ level of education prior to coming to the United States; home languages; the political/economic history; conditions of countries or groups. ○ Does not connect curriculum and learning to students’ own life experiences as related to race, ethnicity, or social class. 					<ul style="list-style-type: none"> ○ Holds the belief that students learn differently and provides for by using various instructional practices. ○ Combines what learners need to know from the standards and curriculum with the needs in their lives. ○ Provides culturally proficient instruction, allows learners to explore cultural contexts of selves and others. ○ Investigates students’ education prior to coming to the United States; home languages; political/economic history; conditions of countries or groups. ○ Connects curriculum and learning to students’ own life experiences as related to race, ethnicity or class.

What are key findings or summaries from the practices of high-performing schools?

Example: “In this school, the teachers are not providing differentiated instruction; the principal is unable to help them in the area of good instructional practices; and they have not yet implemented Response to Instruction.”

II. Selection of Improvement Model

Based on our findings of the three data sources, the LEA is selecting this model for this school:

- | | |
|---|----------------------------------|
| <input type="checkbox"/> Turnaround | <input type="checkbox"/> Restart |
| <input type="checkbox"/> Transformation | <input type="checkbox"/> Closure |

Attachment A: LEA Budget Capacity Scoring Rubric

Capacity Task	Yes	No	IDOE Comments
1. The budget includes attention to each element of the selected intervention. <i>All models</i>			
2. The budget is sufficient and appropriate to support the full and effective implementation of the intervention for three years. <i>All models</i>			
3. Projected budgets meet the requirements of reasonable, allocable, and allowable. <i>All models</i>			
4. The budget is planned at a minimum of \$50,000 and does not exceed two million per year per school. <i>All models</i>			
5. The district has the resources to serve the number of Tier I, II, and III schools that are indicated. <i>All models</i>			

<p>6. A clear alignment exists between the goals and interventions model and the funding request (budget).</p> <p><i>All models</i></p> <ul style="list-style-type: none"> Funding requests for identified interventions are proportionately balanced and demonstrate an equitable distribution as identified in the SIG application Funding should directly impact the schools improvement processes for supporting prescriptive and intentional designed interventions Funding of programs, models, professional development, and staff should be directly linked to a School Improvement Goal identified in the SIG application Funding supports the schools current capacity to improve student achievement 			
<p>7. The LEA and school staff has the credentials and a demonstrated track record to implement the selected model.</p> <p><i>All models</i></p> <ul style="list-style-type: none"> <i>Data portfolios of incoming staff/leaders</i> <i>Highly Qualified in content of contractual agreement</i> <i>Samples of implemented school improvement plans with documented outcomes using data</i> 			

<p>8. The district has received the support of the staff to fully implement the intervention model.</p> <p><i>All models</i></p> <ul style="list-style-type: none"> • <i>Staff Assurances</i> • <i>Staff Surveys</i> • <i>Staff Needs Assessments</i> 			
<p>9. The district has received the support of parents to fully implement the intervention model.</p> <p><i>All models</i></p> <ul style="list-style-type: none"> • <i>Parent Meeting Agendas</i> • <i>Parent Surveys</i> • <i>Parent Focus Groups</i> 			
<p>10. The school board is fully committed to eliminating barriers to allow for the full implementation of the selected model.</p> <p><i>All models</i></p> <ul style="list-style-type: none"> • <i>School Board Assurances</i> • <i>School Board Meeting Minutes from proposal and or discussion</i> • <i>Support the creation of a new turnaround office (or reorganization if additional schools are being added within a district) with an appointed turnaround leader having significant and successful experience in changing schools</i> 			

<p>11. The superintendent is fully committed to eliminating barriers to allow for the full implementation of the selected model.</p> <p><i>All models</i></p> <ul style="list-style-type: none"> • <i>Superintendent Assurance</i> • <i>School Board Meeting Minutes from proposal and or discussion</i> • <i>Superintendent SIG Presentation</i> • <i>Creation of a new turnaround office (or reorganization if additional schools are being added within a district) with an appointed turnaround leader having significant and successful experience in changing schools</i> 			
<p>12. The teacher's union is fully committed to eliminating barriers to allow for the full implementation of the model, including but not limited to teacher evaluations, hiring and dismissal procedures and length of the school day.</p> <p><i>Turnaround, Transformation Models</i></p> <ul style="list-style-type: none"> • <i>Teacher Union Assurance</i> • <i>An outline of amendments to SIG Teacher contracts that will allow for full implementation of the identified model</i> 			
<p>13. The district has the ability to recruit new principals.</p>			

<p><i>Turnaround, Transformation Models</i></p> <ul style="list-style-type: none"> • <i>Partnerships with outside educational organizations (TFA, New Teachers for New Leaders) and or universities</i> • <i>Statewide and national postings</i> • <i>External networking</i> 			
<p>14. The district has a robust process in place to select the principal and staff.</p> <p><i>Turnaround, Transformation Models</i></p> <ul style="list-style-type: none"> • <i>Principal and staff hiring practices</i> • <i>Principal and staff transfer policies/procedures</i> • <i>principal and staff recruitment, placement and retention procedures</i> 			
<p>15. The timeline is detailed and realistic, demonstrating the district's ability to fully implement the intervention during the 2011-2012 school year.</p> <p><i>All models</i></p> <ul style="list-style-type: none"> • <i>Monthly focus with identified objectives</i> • <i>Smart Goals</i> • <i>Measurable Outcomes (consisting of transformative, formative, and summative data)</i> 			

<ul style="list-style-type: none"> • <i>Streamline and scaffolded focus aligned to key findings and root causes in SIG application</i> 			
<p>16. District staff has high levels of expertise and successful experience in researching, and implementing the selected intervention model.</p> <p><i>Turnaround, Transformation, Restart Models</i></p> <ul style="list-style-type: none"> • <i>Professional Development sign in sheets aligned to SIG funded PD</i> • <i>Support framework of district staff aligned to areas of need as identified in the SIG application (Staff member, area of expertise, support provided to the school, frequency)</i> 			
<p>17. The school community has been purposefully engaged multiple times to inform them of progress and seek their input.</p> <p><i>All models</i></p> <ul style="list-style-type: none"> • <i>Town Hall Meetings</i> • <i>Town Hall Meeting Postings (news paper, district website, parent newsletters, public flyers)</i> • <i>Town Hall sign in sheets</i> • <i>Community Partner Assurances</i> • <i>Documentation of mailings</i> 			

<p>18. The district demonstrates the ability to align federal, state, and local funding sources with grant activities.</p> <p><i>All models</i></p> <ul style="list-style-type: none"> • Title I • Title II • Title III • IDEA • E-Rate • TAP 			
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<p>19. The district demonstrates the ability and commitment to increased instructional time.</p> <p><i>Turnaround, Transformation Models</i></p> <ul style="list-style-type: none"> • <i>Increased instructional time is structured and embedded into the schools' daily schedule and or school calendar</i> • <i>Increased learning time for students is tiered and supported by licensed and/or highly qualified educators</i> • <i>A needs assessment has been completed to identify areas where extended time can be most effectively used</i> • <i>Increased learning time is structured as a vehicle to support differentiated learning (ex:...)</i> <ul style="list-style-type: none"> ○ <i>An additional block of time embedded into the school day</i> ○ <i>Summer enrichment/remediation</i> 			
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<ul style="list-style-type: none"> ○ <i>Saturday intervention</i> ○ <i>Before or after school enrichment/remediation</i> ○ <i>School vacation weeks</i> • <i>Compensation for extended day is identified by the LEA</i> 			
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Attachment B: Budget

School Improvement Grant (1003g) Section II – BUDGET

School Year 2012 - 2013

Note: The total amount of funding per year must total ***no less than \$50,000*** and ***no greater than \$2,000,000*** per year.

Corporation Name: _____
Corporation Number: _____
School Name: _____

ACCOUNT NO.	FTE	Cert.	Noncert.	EXPENDITURE DESCRIPTION	SUBTOTAL	LINE ITEM TOTAL
1. PERSONNEL (include positions and names)						
		TOTAL SALARIES				
2. Benefits: Benefits should be based on actual known costs or an established formula. Fixed charges/benefits below are for the personnel listed under PERSONNEL above and only for the percentage of time devoted to this project.						
3. TRAVEL: (differentiate in-state and out-of-state)						
out-of-state						
in-state						
		TOTAL TRAVEL				
4. CONTRACTED SERVICES: (List the type of contracted services to be provided, including the vendor's name, if applicable.)						

	TOTAL CONTRACTED SERVICES		
5. SUPPLIES: Enter the total amount of materials and supplies. Provide a list of supplies on a separate sheet. (Include the total amount to be used to purchase testing, programmatic and/or office supplies.)			
	TOTAL SUPPLIES		
6. EQUIPMENT AND TECHNOLOGY: Enter the total amount of equipment and technology purchases. Provide a list of equipment and technology on a separate sheet. Equipment is defined as "tangible, non-expendable/non-consumable personal property having a useful lifespan of more than one year".			
	TOTAL EQUIPMENT AND TECHNOLOGY		
7. OTHER SERVICES: (Include a specific description of services.)			
	TOTAL OTHER SERVICES		
TOTAL ANTICIPATED EXPENDITURES (SUM OF SECTIONS 1-7 OF THIS FORM).			

SUPPLIES: The following list represents the anticipated materials and supplies purchases.

QUANTITY	DESCRIPTION	UNIT PRICE	TOTAL PRICE
		\$ -	\$ -
		\$ -	\$ -

		\$ -	\$ -
		\$ -	\$ -
		\$ -	\$ -
		\$ -	\$ -
		\$ -	\$ -
	TOTAL SUPPLIES COSTS		\$ -

EQUIPMENT AND TECHNOLOGY: The following list represents the anticipated equipment and technology purchases.

QUANTITY	DESCRIPTION	UNIT PRICE	TOTAL PRICE
		\$ -	\$ -
		\$ -	\$ -
		\$ -	\$ -
		\$ -	\$ -
		\$ -	\$ -
		\$ -	\$ -
		\$ -	\$ -
	TOTAL EQUIPMENT AND TECHNOLOGY COSTS		\$ -

LEA/GOVERNANCE : *List below activities for LEA-level activities, including pre-implementation activities. Clearly explain/identify requested amounts to a specific element and/or activity. Funds budgeted here will be included in the maximum amount available per school.*

School Improvement Grant (1003g)
Section II – BUDGET

School Year 2013 – 2014

Note: The total amount of funding per year must total **no less than \$50,000** and **no greater than \$2,000,000** per year.

Corporation Name: _____
 Corporation Number: _____
 School Name: _____

ACCOUNT NO.	FTE	Cert.	Noncert.	EXPENDITURE DESCRIPTION	SUBTOTAL	LINE ITEM TOTAL
1. PERSONNEL (include positions and names)						
		TOTAL SALARIES				
2. Benefits: Benefits should be based on actual known costs or an established formula. Fixed charges/benefits below are for the personnel listed under PERSONNEL above and only for the percentage of time devoted to this project.						
3. TRAVEL: (differentiate in-state and out-of-state)						
out-of-state						
in-state						
		TOTAL TRAVEL				
4. CONTRACTED SERVICES: (List the type of contracted services to be provided, including the vendor's name, if applicable.)						

	TOTAL CONTRACTED SERVICES		
5. SUPPLIES: Enter the total amount of materials and supplies. Provide a list of supplies on a separate sheet. (Include the total amount to be used to purchase testing, programmatic and/or office supplies.)			
	TOTAL SUPPLIES		
6. EQUIPMENT AND TECHNOLOGY: Enter the total amount of equipment and technology purchases. Provide a list of equipment and technology on a separate sheet. Equipment is defined as "tangible, non-expendable/non-consumable personal property having a useful lifespan of more than one year".			
	TOTAL EQUIPMENT AND TECHNOLOGY		
7. OTHER SERVICES: (Include a specific description of services.)			
	TOTAL OTHER SERVICES		
TOTAL ANTICIPATED EXPENDITURES (SUM OF SECTIONS 1-7 OF THIS FORM).			

SUPPLIES: The following list represents the anticipated materials and supplies purchases.

QUANTITY	DESCRIPTION	UNIT PRICE	TOTAL PRICE
		\$ -	\$ -
		\$ -	\$ -
		\$ -	\$ -
		\$ -	\$ -
		\$ -	\$ -

		\$ -	\$ -
		\$ -	\$ -
	TOTAL SUPPLIES COSTS		\$ -

EQUIPMENT AND TECHNOLOGY: *The following list represents the anticipated equipment and technology purchases.*

QUANTITY	DESCRIPTION	UNIT PRICE	TOTAL PRICE
		\$ -	\$ -
		\$ -	\$ -
		\$ -	\$ -
		\$ -	\$ -
		\$ -	\$ -
		\$ -	\$ -
		\$ -	\$ -
		\$ -	\$ -
	TOTAL EQUIPMENT AND TECHNOLOGY COSTS		\$ -

School Improvement Grant (1003g)
Section II – BUDGET

School Year 2014 – 2015

Note: The total amount of funding per year must total no less than \$50,000 and no greater than \$2,000,000 per year.

Corporation Name: _____

Corporation Number: _____

School Name: _____

ACCOUNT NO.	FTE	Cert.	Noncert.	EXPENDITURE DESCRIPTION	SUBTOTAL	LINE ITEM TOTAL
1. PERSONNEL (include positions and names)						
		TOTAL SALARIES				
2. Benefits: Benefits should be based on actual known costs or an established formula. Fixed charges/benefits below are for the personnel listed under PERSONNEL above and only for the percentage of time devoted to this project.						
3. TRAVEL: (differentiate in-state and out-of-state)						
out-of-state						
in-state						
		TOTAL TRAVEL				
4. CONTRACTED SERVICES: (List the type of contracted services to be provided, including the vendor's name, if applicable.)						

	TOTAL CONTRACTED SERVICES		
5. SUPPLIES: Enter the total amount of materials and supplies. Provide a list of supplies on a separate sheet. (Include the total amount to be used to purchase testing, programmatic and/or office supplies.)			
	TOTAL SUPPLIES		
6. EQUIPMENT AND TECHNOLOGY: Enter the total amount of equipment and technology purchases. Provide a list of equipment and technology on a separate sheet. Equipment is defined as "tangible, non-expendable/non-consumable personal property having a useful lifespan of more than one year".			
	TOTAL EQUIPMENT AND TECHNOLOGY		
7. OTHER SERVICES: (Include a specific description of services.)			
	TOTAL OTHER SERVICES		
TOTAL ANTICIPATED EXPENDITURES (SUM OF SECTIONS 1-7 OF THIS FORM).			

SUPPLIES: The following list represents the anticipated materials and supplies purchases.

QUANTITY	DESCRIPTION	UNIT PRICE	TOTAL PRICE
		\$ -	\$ -
		\$ -	\$ -

		\$ -	\$ -
		\$ -	\$ -
		\$ -	\$ -
		\$ -	\$ -
		\$ -	\$ -
	TOTAL SUPPLIES COSTS		\$ -

EQUIPMENT AND TECHNOLOGY: *The following list represents the anticipated equipment and technology purchases.*

QUANTITY	DESCRIPTION	UNIT PRICE	TOTAL PRICE
		\$ -	\$ -
		\$ -	\$ -
		\$ -	\$ -
		\$ -	\$ -
		\$ -	\$ -
		\$ -	\$ -
		\$ -	\$ -
	TOTAL EQUIPMENT AND TECHNOLOGY COSTS		\$ -

Attachment D: Example of Alignment of Other Funding Sources to SIG Elements

Element of the Intervention	Intervention	Resource
Federal Resources		
Use of <i>research-based instructional practices</i> that are vertically aligned across grade levels and the state standards	Turnaround Transformation Restart	Title I, Part A - regular and stimulus funds (schoolwide or targeted assistance programs)
Assistance with design and implementation of <i>improvement plan</i> including high-quality job-embedded professional development designed to assist schools in implementing the intervention model	Turnaround Transformation Restart	I003(a) School Improvement Grant - AYP funds
<i>Recruitment of teaching staff</i> with skills and experience to effectively implement the selected intervention model	Turnaround Transformation	Title II, Part A
Job-embedded <i>staff development</i> aligned to grant goals to assist <i>English language learners</i>	Turnaround Transformation Restart	Title III, Part A - LEP
State Resources		
Focuses on early grade level intervention to improve the reading readiness and reading skills of students who are at risk of not learning to read.	Turnaround Transformation Restart	Early Intervention Grant

Attachment E: Intervention Scoring Rubrics

Turnaround

Required Element	Possible Tasks: Score 3 Exceptional	Possible Tasks: Score 2 Adequate	Possible Tasks: Score 1 Inadequate	Score
1. Replace the principal and grant principal operational flexibility	○ Principal is replaced with one that has evidence of a proven track record	○ Principal is replaced with one without evidence of a proven track record	○ Principal is replaced with one having an ineffective track record	
	○ LEA provides a comprehensive documents or plan that indicates areas that will grant <i>significant</i> operational decisions to the principal	○ LEA provides a document or plan that indicates areas that will grant <i>minor</i> operational decisions to the principal	○ LEA <i>does not provide a document or plan that indicates</i> authority will be granted to the principal to make operational decisions; or the decisions allowed are <i>not of significance</i> .	
2. Measure the effectiveness of current staff; screen existing staff and rehire no more than 50 percent; select new staff	○ LEA calibrates and tracks the effectiveness of staff <i>using classroom observation records and at least two additional sources to determine effectiveness</i>	○ LEA calibrates and tracks the effectiveness of staff using classroom observation records and one additional source to determine effectiveness	○ LEA calibrates and tracks the effectiveness of staff using classroom observations or another single source to determine effectiveness	

	<ul style="list-style-type: none"> Screening of current staff is conducted by a team of school and district personnel and an external partner; interview questions are rigorous and relevant to determine the staff's willingness to fully implement the model 	<ul style="list-style-type: none"> Screening of current staff is conducted by a team of school and district personnel; interview questions are general in nature and offer some insight in the staff's willingness to implement the model 	<ul style="list-style-type: none"> Screening of current staff is conducted by the school or district; interview questions are of insufficient nature to determine staff's willingness to implement the model 	
	<ul style="list-style-type: none"> Less than 50 percent of the staff is rehired 	<ul style="list-style-type: none"> 50 percent of the staff is rehired 	<ul style="list-style-type: none"> More than 50 percent of the staff is rehired 	
3. Implement strategies to recruit, place, and retain staff	<ul style="list-style-type: none"> Recruitment and retention of staff includes at least three strategies known to be effective, such as improving working conditions, providing higher salaries, and offering job promotions 	<ul style="list-style-type: none"> Recruitment and retention of staff includes at least two strategies known to be effective, such as improving working conditions, providing higher salaries, and/or offering job promotions 	<ul style="list-style-type: none"> Strategies for recruitment and retention do not correspond with strategies known to be effective 	
	<ul style="list-style-type: none"> Mentors and/or coaches are provided for all staff 	<ul style="list-style-type: none"> Mentors and/or coaches are provided for identified groups of teachers, such as newer teachers or those changing grade levels 	<ul style="list-style-type: none"> Mentors nor coaches are included 	
4. Provide high-quality, job embedded professional development	<ul style="list-style-type: none"> Topics of professional development are determined by SIG goals, needs assessments, and other data points; professional development is differentiated by teacher need 	<ul style="list-style-type: none"> Topics of professional development are connected to the SIG goals, needs assessments, and other data points; not differentiated by teacher need 	<ul style="list-style-type: none"> Topics of professional development are disparate; do not align to SIG goals, needs assessments or other data points; established by the LEA; not differentiated by teacher need 	

	<ul style="list-style-type: none"> Professional development is conducted <i>weekly through job-embedded opportunities at the school</i> 	<ul style="list-style-type: none"> Professional development is conducted <i>monthly through job-embedded opportunities at the school</i> 	<ul style="list-style-type: none"> Professional development is <i>rarely</i> provided at the school; <i>usually occurs as a whole district</i> 	
	<ul style="list-style-type: none"> Professional development includes vertical and horizontal collaboration, coaching and mentoring, data analysis, and determining appropriate curriculum and instruction 	<ul style="list-style-type: none"> Professional development often includes vertical collaboration; may include coaching and mentoring, data analysis, or determining appropriate curriculum and instruction 	<ul style="list-style-type: none"> Focus of professional development is <i>not related to teacher collaboration, coaching and mentoring, data analysis or curriculum and instruction</i> 	
5. Adopt a new governance structure	<ul style="list-style-type: none"> Creates a <i>new</i> turnaround office with an appointed turnaround leader who has <i>significant and successful experience in school turnaround</i> 	<ul style="list-style-type: none"> Creates a <i>new</i> turnaround office and/or appoints a turnaround leader with <i>successful experience in school turnaround</i> 	<ul style="list-style-type: none"> <i>Reshuffles or redesigns</i> its current structure rather than creating a turnaround office and appointing a turnaround leader 	
	<ul style="list-style-type: none"> Turnaround leader and staff will spend <i>extensive time in the school</i> allowing for a highly visible, supportive, and transparent relationship with the school 	<ul style="list-style-type: none"> Turnaround leader and staff will spend <i>some time in the school</i> allowing for a supportive relationship with the school 	<ul style="list-style-type: none"> Turnaround leader and staff provides minimal and/or inconsistent support and time in the school 	
6. Use data to implement an aligned instructional program	<ul style="list-style-type: none"> LEA <i>provides multiple assessments and data points through technology-based resources</i> for the school to align its instructional program 	<ul style="list-style-type: none"> LEA provides <i>some assessments and data</i> with minimal technology for the school to align its instructional program 	<ul style="list-style-type: none"> LEA <i>provides minimal</i> assessments with no data; technology is not used 	

	<ul style="list-style-type: none"> ○ LEA provides <i>intensive and ongoing</i> professional development in conducting and using assessment results to inform instructional decision making throughout the year 	<ul style="list-style-type: none"> ○ LEA provides professional development in conducting and using assessment results to inform instruction throughout the year 	<ul style="list-style-type: none"> ○ <i>LEA rarely provides</i> professional development for teachers to increase skills in conducting assessments and using results to inform instruction 	
7. Promote the use of data to inform and differentiate instruction	<ul style="list-style-type: none"> ○ Provides <i>frequent structured time</i> (e.g., weekly) for teachers to collaborate and analyze student data and make instructional decisions 	<ul style="list-style-type: none"> ○ Provide <i>regular time</i> (e.g., monthly) for teachers to collaborate and analyze student data and make instructional decisions 	<ul style="list-style-type: none"> ○ <i>Rarely provides time</i> for teachers to collaborate and analyze student data and make instructional decisions 	
	<ul style="list-style-type: none"> ○ Provides <i>extended, job-embedded professional development</i> that includes observation and coaching to increase knowledge of differentiated instruction 	<ul style="list-style-type: none"> ○ Provides <i>job-embedded professional development</i> to increase knowledge of differentiated instruction 	<ul style="list-style-type: none"> ○ Provides professional development that occurs <i>outside of the classroom</i> and does <i>not focus on</i> live student data or on improving differentiated instruction 	
8. Provide increased learning time for students and staff	<ul style="list-style-type: none"> ○ Provides increased, intentional learning time driven by student data indicated for <i>all</i> students and staff 	<ul style="list-style-type: none"> ○ Provides increased learning time for <i>all</i> students and staff 	<ul style="list-style-type: none"> ○ Does not provide increased learning time for all students and staff 	
	<ul style="list-style-type: none"> ○ Time is of <i>extensive length (at least 300 hours)</i> to potentially increase learning 	<ul style="list-style-type: none"> ○ Time is of <i>sufficient length (at least 180 hours)</i> to potentially increase learning 	<ul style="list-style-type: none"> ○ Time is <i>not of sufficient length (90 hours or less)</i> to create change 	
9. Provide social-emotional and community-oriented services/supports	<ul style="list-style-type: none"> ○ Collaborates with several <i>external organizations and community partners</i> to provide sustainable space and services for <i>student needs</i>, (e.g., dental, medical, behavioral, etc) 	<ul style="list-style-type: none"> ○ Collaborates with minimal <i>external organizations or community partners</i> to provide space and services for <i>student needs</i>, (e.g., dental, medical, behavioral, etc) as needed 	<ul style="list-style-type: none"> ○ Does not collaborate with external organizations; support to families is <i>limited</i> 	

	<ul style="list-style-type: none">○ Works with community to provide on-going and consistent <i>family and community engagement activities</i>	<ul style="list-style-type: none">○ Works with community to provide limited <i>family and community engagement activities</i>	<ul style="list-style-type: none">○ <i>No partnerships</i> in the community to provide <i>family and community engagement activities</i>	

Total Score _____/60

Transformation

Required Element	Possible Tasks: Score 3 Exceptional	Possible Tasks: Score 2 Adequate	Possible Tasks: Score 1 Inadequate	Score
1. Replace the principal who led the school prior to implementing the model.	<ul style="list-style-type: none"> Principal is replaced with one that has evidence of a proven track record 	<ul style="list-style-type: none"> Principal is replaced with one without evidence of a proven track record 	<ul style="list-style-type: none"> Principal is replaced with one having an ineffective track record 	
2. Use evaluation systems for teachers and principals that consider student growth and assessments; develop with teacher/principal involvement	<ul style="list-style-type: none"> Evaluation systems for principal and teachers includes multiple assessments aligned to student academic growth 	<ul style="list-style-type: none"> Evaluation systems for principal and teachers includes a single assessment aligned to student academic growth 	<ul style="list-style-type: none"> Evaluation systems for principal and teachers does not include an assessment aligned to student academic growth 	
	<ul style="list-style-type: none"> Evaluation systems are developed with teachers' and principal involvement 	<ul style="list-style-type: none"> Evaluation systems are developed with teachers' or principals involvement 	<ul style="list-style-type: none"> Evaluation system development does <i>not include involvement</i> of principal or teachers 	
4. Reward school leaders, teachers and staff who, in implementing the model, increase student achievement or high school graduation rates; remove those who, after professional	<ul style="list-style-type: none"> Rewards for school leaders, teachers and staff implementing this model have been determined using tools and rubrics that are data driven and reflect an increase in student achievement or high school graduation rates. 	<ul style="list-style-type: none"> Rewards for school leaders, teachers and staff implementing this model have been determined using tools and rubrics that are data driven and reflect an increase in student achievement or high school graduation rates. 	<ul style="list-style-type: none"> Rewards for school leaders, teachers and staff implementing this model have been determined using tools and rubrics that are data driven and reflect an increase in student achievement or high school graduation rates. 	

development, have not.	<ul style="list-style-type: none"> ○ The awards correspond to <i>effective practices</i> of retaining teachers such as improving working conditions, increasing financial compensation, and/or providing job promotions as identified by staff through a survey or needs assessment 	<ul style="list-style-type: none"> ○ The awards correspond to <i>effective practices</i> of retaining teachers such as improving working conditions, increasing financial compensation, and/or providing job promotions 	<ul style="list-style-type: none"> ○ Awards <i>not described or do not correspond to effective practices</i> of retaining teachers and thus are unlikely motivators 	
	<ul style="list-style-type: none"> ○ Provides a comprehensive, <i>effective, and logical</i> process for assisting teachers (e.g., providing additional professional, mentoring) who are not improving student learning or graduation rates; plan must provide an implementation timeline and pathways for improvement or release 	<ul style="list-style-type: none"> ○ Provides description of <i>effective and logical</i> process for assisting teachers (e.g., providing additional professional, mentoring) who are not improving student learning or graduation rates 	<ul style="list-style-type: none"> ○ Description for assisting teachers who are not improving student learning or graduation rates is <i>not given, not detailed, or not likely to change teachers' practices</i> 	
4. Provide high-quality, job embedded professional development	<ul style="list-style-type: none"> ○ Topics of professional development are <i>determined by SIG goals, needs assessments, and other data points; professional development is differentiated by teacher need</i> 	<ul style="list-style-type: none"> ○ Topics of professional development are <i>connected to the SIG goals, needs assessments, and other data points; not differentiated by teacher need</i> 	<ul style="list-style-type: none"> ○ Topics of professional development are <i>disparate; do not align to SIG goals, needs assessments or other data points; established by the LEA; not differentiated by teacher need</i> 	
	<ul style="list-style-type: none"> ○ Professional development is conducted <i>weekly through job-embedded opportunities at the school</i> 	<ul style="list-style-type: none"> ○ Professional development is conducted <i>monthly through job-embedded opportunities at the school</i> 	<ul style="list-style-type: none"> ○ Professional development is <i>rarely</i> provided at the school; <i>usually occurs as a whole district</i> 	
	<ul style="list-style-type: none"> ○ Professional development includes vertical and 	<ul style="list-style-type: none"> ○ Professional development often includes vertical collaboration; 	<ul style="list-style-type: none"> ○ Focus of professional development is <i>not related to teacher collaboration,</i> 	

	horizontal collaboration, coaching and mentoring, data analysis, and determining appropriate curriculum and instruction	may include coaching and mentoring, data analysis, or determining appropriate curriculum and instruction	<i>coaching and mentoring, data analysis or curriculum and instruction</i>	
5. Implement strategies to recruit, place, and retain staff	<ul style="list-style-type: none"> Recruitment and retention of staff includes at least three <i>strategies known to be effective</i>, such as improving working conditions, providing higher salaries, and offering job promotions 	<ul style="list-style-type: none"> Recruitment and retention of staff includes at least two <i>strategies known to be effective</i>, such as improving working conditions, providing higher salaries, and/or offering job promotions 	<ul style="list-style-type: none"> <i>Strategies for recruitment and retention do not correspond with strategies known to be effective</i> 	
	<ul style="list-style-type: none"> <i>Mentors and/or coaches are provided for all staff</i> 	<ul style="list-style-type: none"> <i>Mentors and/or coaches are provided for identified groups of teachers, such as newer teachers or those changing grade levels</i> 	<ul style="list-style-type: none"> <i>Mentors nor coaches are included</i> 	
6. Provide increased learning time for students and staff	<ul style="list-style-type: none"> Provides increased, intentional learning time driven by student data indicated for <i>all</i> students and staff 	<ul style="list-style-type: none"> Provides increased learning time for <i>all</i> students and staff 	<ul style="list-style-type: none"> Does not provide increased learning time for all students and staff 	
	<ul style="list-style-type: none"> Time is of <i>extensive length (at least 300 hours)</i> to potentially increase learning 	<ul style="list-style-type: none"> Time is of <i>sufficient length (at least 180 hours)</i> to potentially increase learning 	<ul style="list-style-type: none"> Time is <i>not of sufficient length (90 hours or less)</i> to create change 	
7. Use data to implement an aligned instructional program	<ul style="list-style-type: none"> LEA <i>provides multiple assessments and data points through technology-based resources</i> for the school to align its instructional 	<ul style="list-style-type: none"> LEA provides some <i>assess-ments and data</i> with minimal technology for the school to align its instructional program 	<ul style="list-style-type: none"> LEA <i>provides minimal assessments</i> with no data; technology is not used 	

	program			
	<ul style="list-style-type: none"> LEA provides <i>intensive and ongoing</i> professional development in conducting and using assessment results to inform instructional decision making throughout the year 	<ul style="list-style-type: none"> LEA provides professional development in conducting and using assessment results to inform instruction throughout the year 	<ul style="list-style-type: none"> LEA <i>rarely provides</i> professional development for teachers to increase skills in conducting assessments and using results to inform instruction 	
8. Promote the use of data to inform and differentiate instruction	<ul style="list-style-type: none"> Provides <i>frequent structured time</i> (e.g., weekly) for teachers to collaborate and analyze student data and make instructional decisions 	<ul style="list-style-type: none"> Provide <i>regular time</i> (e.g., monthly) for teachers to collaborate and analyze student data and make instructional decisions 	<ul style="list-style-type: none"> <i>Rarely</i> provides time for teachers to collaborate and analyze student data and make instructional decisions 	
	<ul style="list-style-type: none"> Provides <i>extended, job-embedded professional development</i> that includes observation and coaching to increase knowledge of differentiated instruction 	<ul style="list-style-type: none"> Provides <i>job-embedded professional development</i> to increase knowledge of differentiated instruction 	<ul style="list-style-type: none"> Provides professional development that occurs <i>outside of the classroom</i> and does <i>not focus on</i> live student data or on improving differentiated instruction 	
9. Provide mechanism for family and community engagement	<ul style="list-style-type: none"> LEA conducts a comprehensive, community-wide assessment to identify the major factors that significantly affect the academic achievement of students in the school, including an inventory of the resources in the community that could be aligned, integrated, and coordinated to address these challenges. 	<ul style="list-style-type: none"> LEA conducts a basic, community-wide assessment to identify the major factors that significantly affect the academic achievement of students in the school, including an inventory of the resources in the community that could be aligned, integrated, and coordinated to address these challenges. 	<ul style="list-style-type: none"> LEA did not conduct a community-wide assessment to identify the major factors that significantly affect the academic achievement of students in the school, including an inventory of the resources in the community that could be aligned, integrated, and coordinated to address these challenges. 	
10. Give school sufficient	<ul style="list-style-type: none"> LEA provides a 	<ul style="list-style-type: none"> LEA provides a document or plan 	<ul style="list-style-type: none"> LEA <i>does not provide a document or</i> 	

operational flexibility	comprehensive documents or plan that indicates areas that will grant <i>significant</i> operational decisions to the school	that indicates areas that will grant <i>minor</i> operational decisions to the school	<i>plan that indicates</i> authority will be granted to the school to make operational decisions; or the decisions allowed are <i>not of significance</i> .	
11. LEA, SEA, or designated external partner(s) assist the school with ongoing technical assistance and support	○ <i>Multiple</i> supports detailed; occur <i>throughout the year</i>	○ <i>Some</i> supports detailed; occur <i>throughout the year</i>	○ <i>No</i> supports are described; support appears <i>sporadic</i>	
	○ Multiple support for <i>both</i> teachers and principals are in place	○ Some supports for <i>both</i> teachers and principals are in place	○ Support <i>for both</i> teachers and principals are not in place or transparent	